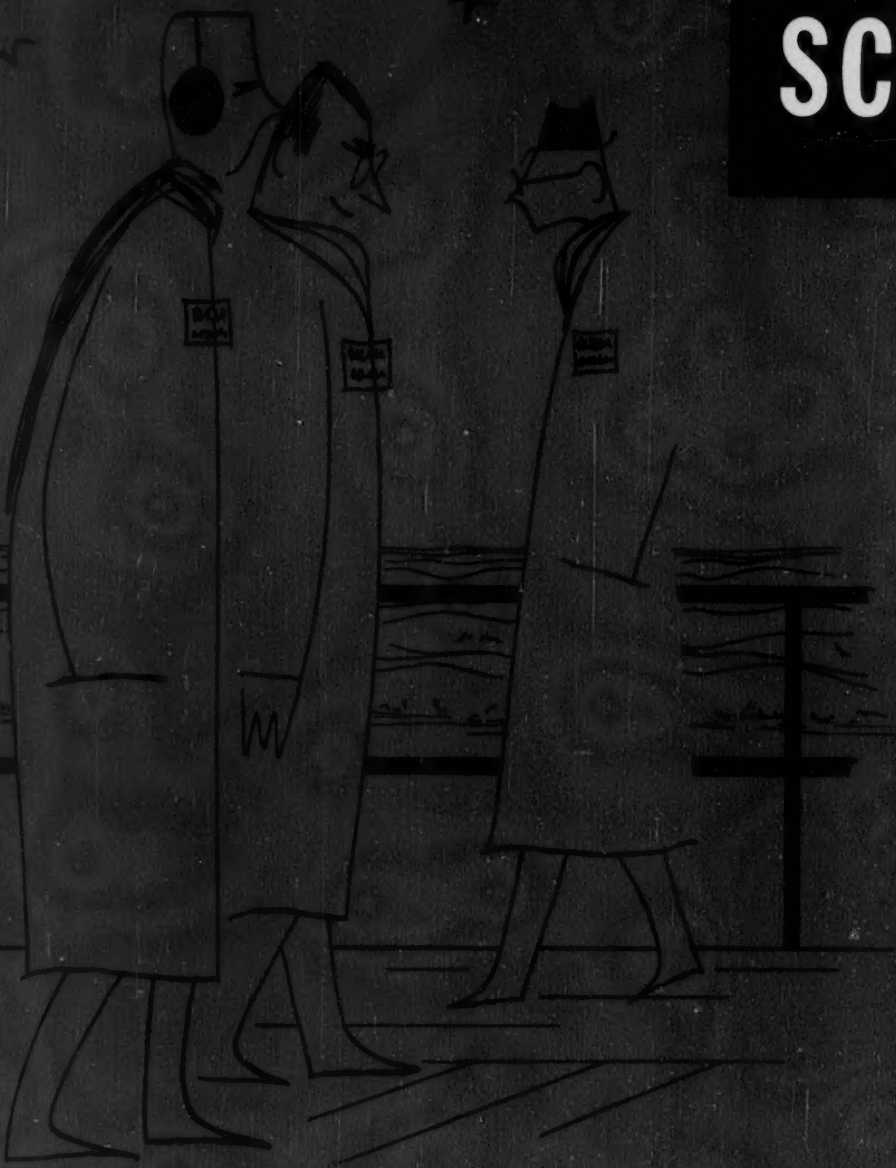


THE NATION'S SCHOOLS



MARCH 1953

Atlantic City revisited (16 pages on A.A.S.A. convention) • Atomic school days • "Restore those budget cuts," says Schenectady public • Guideposts for new superintendent • Seattle sets junior high pattern • Swiftly goes the superintendent—in small districts

THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION



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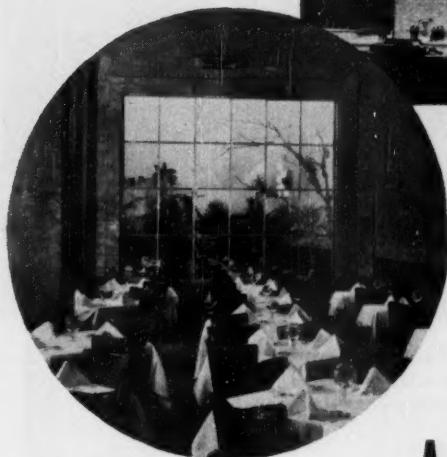
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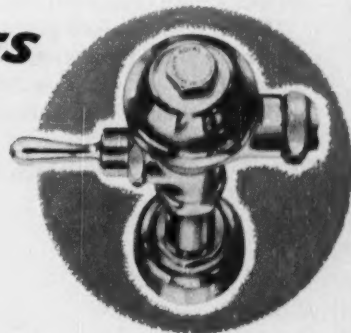
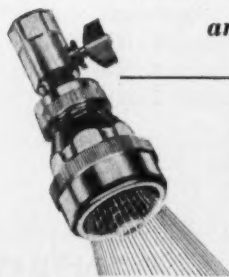
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The NATION'S SCHOOLS



The Nation's Schools

THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION

MARCH 1953

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AMONG THE AUTHORS

REEF WALDREP believes that democracy in schools is contagious—or, as his home town would say, kicks off a chain reaction. Being in the middle of educational goings-on in Tennessee's atomic city is Mr. Waldrep's business, for he is education editor, high school core teacher, and editor of the staff bulletin of the Oak Ridge schools. By profession a teacher—he has an M.A. in education from the University of Alabama—he leans toward journalism, writing fiction and teaching a night class in creative writing. During the war he was a cryptanalysis technician and served in Australia, the Philippines, and Japan. While on duty in Australia he wrote articles and short stories for Australian publication; in Japan he wrote articles for the *Nippon Times*, taught a class in English three nights a week and edited an army information and education publication, *Mobile Monitor*. His contribution to this issue (p. 43) is in collaboration with Oak Ridge schoolmen.



Donald W. Dunnan

A schoolman for 20 years, DONALD W. DUNNAN writes "Oh, come now!" in the space for listing honorary degrees on The NATION'S SCHOOLS author questionnaire. Twenty years hence it may be different, Dr. Dunnan. His article on "Some Guideposts for the New Superintendent" appears on page 53. Under his special interests he lists camping, fishing, reading, writing and—not arithmetic but bridge, which comes too close to arithmetic for some of us other campers, fishers, readers and writers.

Those exuberants who have visited or lived in Hawaii form an impregnable group at any gathering. Undoubtedly HENRY J. OTTO, like the others, dreams that the island paradise lost will one day be paradise regained. However extravagant Dr. Otto may be regarding the Islands' glories, he manages to give a dispassionate appraisal of their schools (p. 50). Dr. Otto is graduate professor of elementary administration and curriculum at the University of Texas and special consultant to the Casis Elementary School in Austin, Tex.

JOHN MORAN, who tells of the public budget hearings developed in Schenectady, N.Y., does not claim to be an educator; he's a journalist and trout fisher—also a trustee of the county humane society. Mr. Moran became director of public relations for the Schenectady public schools after some years on the *Wall Street Journal* and the *Schenectady*

Union-Star and as a correspondent for Time, Inc. During the war years, he edited an army weekly in Georgia and later in Iceland. The latter, called the *White Falcon*, was the first U.S. Army weekly published in the European Theater during World War II. During the last trout season, Journalist Moran traveled more than 4000 miles in eastern New York, "seeking out, fishing in, and sometimes falling in trout streams." His article appears on page 48.

First an Ed.D. and then an M.D., double-barreled DR. OLIVER E. (for Erasmus) BYRD is the logical choice for author of an article on integrating health education with the school lunch program (p. 86). Even back in the late Thirties when working for the doctorate in education that Stanford University granted him in 1940, Oliver E. Byrd was enamoured of the goddess of health. His Ed.D. dissertation was on "The Study and Measurement of Health Attitudes." He won his M.D. from the University of California in 1947. Now he's professor of health education and director of the department of hygiene at the school of education, Stanford University.

This marks the second time that JOHN C. SCHWARTZ Jr. has shared his organizational technics in the audio-visual field with readers of this magazine (p. 96). Professionally, Dr. Schwartz has never left his native land of California, where he is now associate professor of education at Los Angeles State College. But the navy decided he should see something of the world, so he toured the South Pacific, Japan, Hawaii and Alaska for a couple of years before settling again in Southern California to undertake child, teacher, rose, camellia and iris culture.



J. C. Schwartz Jr.

The office of field services of the University of Illinois is an anthill of energy. Directing the workers and soldiers is MERLE R. SUMPTION, who discusses (p. 83) whether laymen are competent to evaluate the school plant. Dr. Sumption received his advanced degrees at Ohio State; he has done considerable writing, most of it since his service as a lieutenant commander in the navy in World War II. He's the author of "Three Hundred Gifted Children" and co-author with Harlan Beem of "A Guide to School Reorganization in Illinois." Before going to Illinois he was director of personnel for the St. Louis public schools.



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MEGASCOPE

a brief, analytical look at several features
in this issue by CALVIN GRIEDER, professor of
school administration, University of Colorado



Deeply Rooted. The Oak Ridge school system is the prototype of a small and unique group of systems operating in highly restricted federal installations. It would have been easy for them to develop along autocratic lines. Under the circumstances this would have surprised no one. But they didn't. As an example, Reef Waldrep shows (p. 43), with extensive supporting data, how the Oak Ridge schools are characterized by a remarkable degree of democratic action in both school-community relations and internal administration. The fact that this is so attests to the strength of the democratic tradition in which American educational practice is so deeply rooted.

Not a Career. If you don't get bogged down in all the figures, there is a lot of meat in Chase and Sweitzer's research report on the peregrination of superintendents (p. 55). I have long believed that the administration of small systems is career work. This report raises doubts. Probably small systems do afford career opportunities in administration but not in the superintendency. What we need is more assistant administrators for small local systems, which will be units of larger districts headed by superintendents.

The Voice of Experience. Donald W. Dunn's advice for new superintendents (p. 53) ought to have a lot of receptive readers. Perhaps the dismal situation disclosed by the Midwest Administration Center would be, in time, less dismal if more beginning superintendents would heed Dunn's excellent suggestions. The voice of fruitful experience is heard here.

Something Good Besides Pineapples. The administration of the school system of Hawaii, as described by Henry J. Otto (p. 50), impresses me as affording an interesting contrast

with Oak Ridge. In this territory, administration is apparently highly centralized, where one would expect geographical factors to stimulate decentralization. The islands get a good mark, though, for avoiding excessive proliferation of local superintendencies, with the doleful results that have occurred in the States. The mainland can learn something on this from its little Pacific sister.

An Attainable Standard. You will agree that Dr. Oliver E. Byrd is a medical man who knows a lot about education when you read his ideas on the school lunch program (p. 86). (Note his two doctor's degrees; most of us have a time getting only one.) He sets a high but attainable standard not only for the lunch program in its educational milieu but also for those who run it. I suspect that in most communities the personnel must be raised to a level of preparation fitted to the recognized status of the program.

Safeguards the Public Interest. It's a safe bet that Lee Garber's review of the law on school board contracts will be an eye-opener for many a board member (p. 81). If my experience can be relied on, the problem he discusses occurs most frequently (but not solely) in small districts. Often some inconvenience is created by observing the law, but it must be upheld as one of the safeguards of honest public service.

It Works! John Moran throws light on how a tough job can be most intelligently approached in his story of school finances at Schenectady, N.Y. (p. 48). Note particularly the full information conveyed to citizens through a variety of media. Station WSNY merits special commendation. In most communities budget hearings are perfunctory rites poorly attended.

Schenectady capitalized on its hearing and made it genuinely educational.

The Schenectady board and administration must believe in the injunction: Give the people light, and they'll find their way! It works. People want good schools, but they need full information in order to make fair and equitable decisions.

Set a Fast Pace. The "how to . . ." audio-visual conferences described by John C. Schwartz Jr. (p. 96) set a fast pace in this important field. Such conferences held throughout the country should prove to be helpful, especially to older teachers. Many younger teachers have been exposed to A-V in their preservice preparation, but to most older teachers this opportunity was not available.

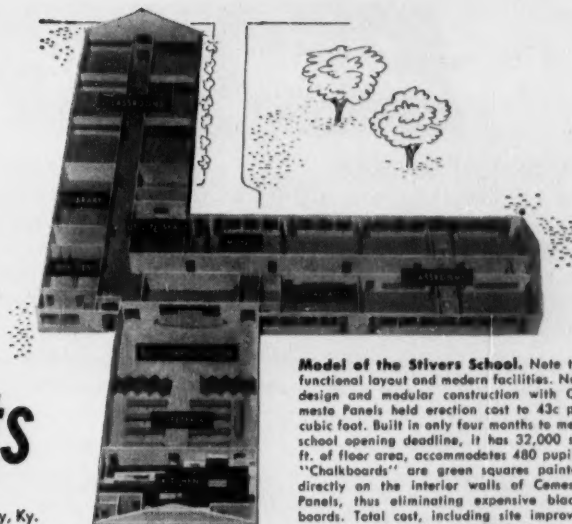
Broadly Based Planning. Two good illustrations of the advantages of prolonged and broadly based school plant planning are served up this month. Seattle's experience is convincingly narrated by Lyle Stewart (p. 59). Interesting also is the well founded conclusion that judicious use of line and proportion plus ingenious use of orthodox as well as newer materials make for sound design and beauty in schoolhouses. Bishop and Leipold (p. 90) give a dramatic example of the influence of superior environment on pupil morale and behavior.

What Is an Expert? M. R. Sumpston illustrates lay participation by reference to school plant evaluation, a field long thought of as the preserve of experts (p. 83). His discussion raises this question, however: If there are "few significant differences" in plant appraisal by laymen and professional consultants, is the field of school plant design and evaluation as far advanced as some experts would have us believe?

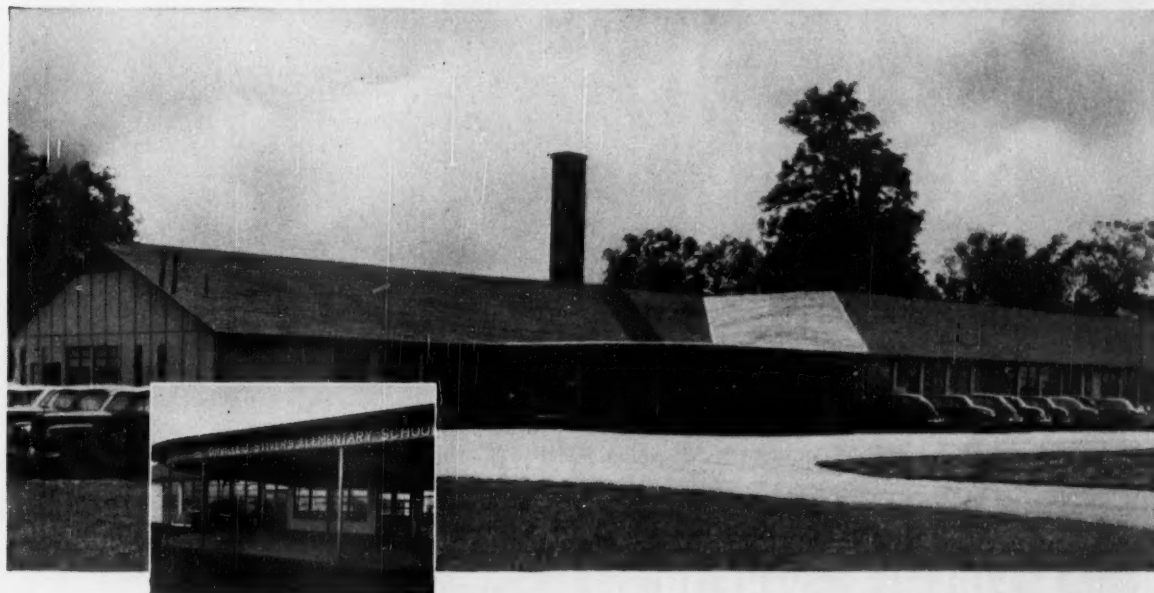
In the Right Direction. The Des Moines school insurance plan written up by Herrold V. Mann (p. 100) is a move in the right direction: toward simplification of agent contacts and policy writing. It is by no means a radical improvement over common practice; in fact, it is rather moderate. For that reason it is adaptable to almost any district. Many boards will want to go much further in streamlining their insurance programs, but this may be regarded as a good intermediate step.

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Reader Opinion

"Megascop" Is Helpful

Sirs:

I wish to take this means to commend The NATION'S SCHOOLS for the addition of the new regular feature "Megascop." This feature fulfills a twofold purpose for me. First, it gives me a good overview of the magazine, and, second, it helps me to

get more out of each of the articles in the issue.

As a young administrator, I might miss many points in some of the articles. Dr. Grieder, an able and experienced administrator, calls attention to certain of these points, and thus the person reading the article can make a comparison of two points

of view and draw his own conclusions.

When this comparison is made, the articles become more meaningful. This is especially true on articles about school building construction.—ALBERT BLACK, *principal, public schools, Chappell, Neb.*

Indian Enrollment Increases

Sirs:

Some 52,000 Indian children now attend public schools. When B. P. Brodinsky wrote the article, "Teaching Indian Children," for your December 1952 issue, the best figure the bureau had at that time was 37,000. Subsequently, however, we have accumulated additional information which indicates that there are approximately 52,000 Indian children now enrolled in the public schools.—M. M. TOZIER, *information officer, Bureau of Indian Affairs, U.S. Department of the Interior.*

February Cover

Sirs:

Congratulations on your February cover. I love it!—MILDRED SANDISON FENNER, *managing editor, NEA Journal.*

An Informed Defense

Sirs:

I want to express my delight in the January issue. I believe it is the logical choice of a magazine to reach the ever-growing number of people who are prepared to make an informed defense of public schools.

I am on a committee of the League of Women Voters, studying this year civil rights in education. I am going to take my copy to the next committee meeting.

The article by Willard E. Goslin is the finest brief statement I ever saw on the heart of education. And Dr. Hunt's . . . Well, the whole magazine is that good.—CORA DE GRAFF (Mrs. Walter F.) HEINEMAN, *former member, Chicago Board of Education.*

Sketches Add Life and Color

Sirs:

The charming sketches used on the cover and throughout the magazine add life and color to the January issue. I particularly enjoyed Dr. Moffitt's social history of 25 years of education. We need more educational material written in his delightful style. I liked Lee Thurston's article, Herold Hunt's and Dr. Cornell's story on human aspects of administration and organization. This issue augurs well for the



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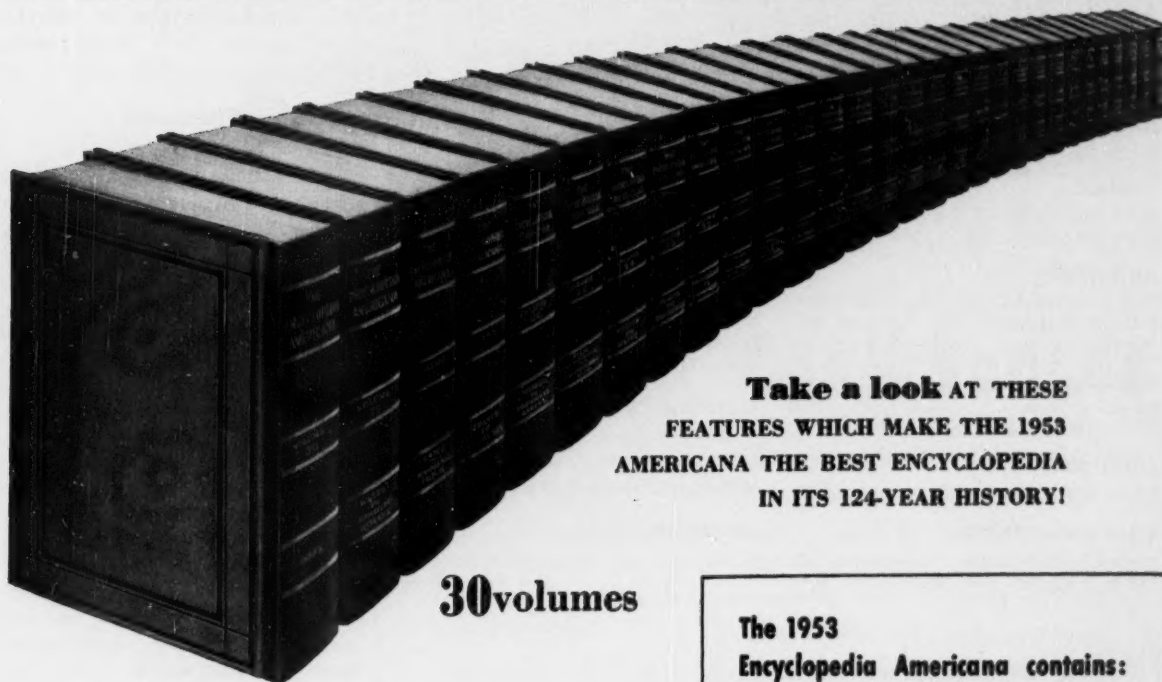
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next 25 years of The NATION'S SCHOOLS as a publication of value to the schools of America.—JULIUS E. WARREN, *superintendent, University City, Mo.*

Fascinating and Original

Sirs:

Your 25th anniversary edition is fascinating and original. Certainly you have selected sample materials to indicate the amazing progress which has been made in educational administration since the birth of your journal. An Oscar to you, your predecessors, and your publisher.—VIRGIL M. ROGERS, *superintendent, Battle Creek, Mich., and president, A.A.S.A., 1952.*

Individual Differences

Sirs:

Hearty congratulations on the first 25 years. As an almost constant reader during that time, I have found your magazine always helpful and full of ideas.

I like the new cover! The last few months have been too similar. Now we can look forward, I hope, to some individual differences. — PAUL V. BROWN, *superintendent, Tiffin, Ohio.*

Serves Education Well

Sirs:

I want to congratulate you and your colleagues for the very fine publication that you have developed in the last 25 years. It has served education exceptionally well. I wish for you and your publication every success as you move into your second quarter century. I know that you will continue to serve the cause of public education in the finest possible manner.—GLEN G. EYE, *professor of education, University of Wisconsin.*

Writing Is Sprightly

Sirs:

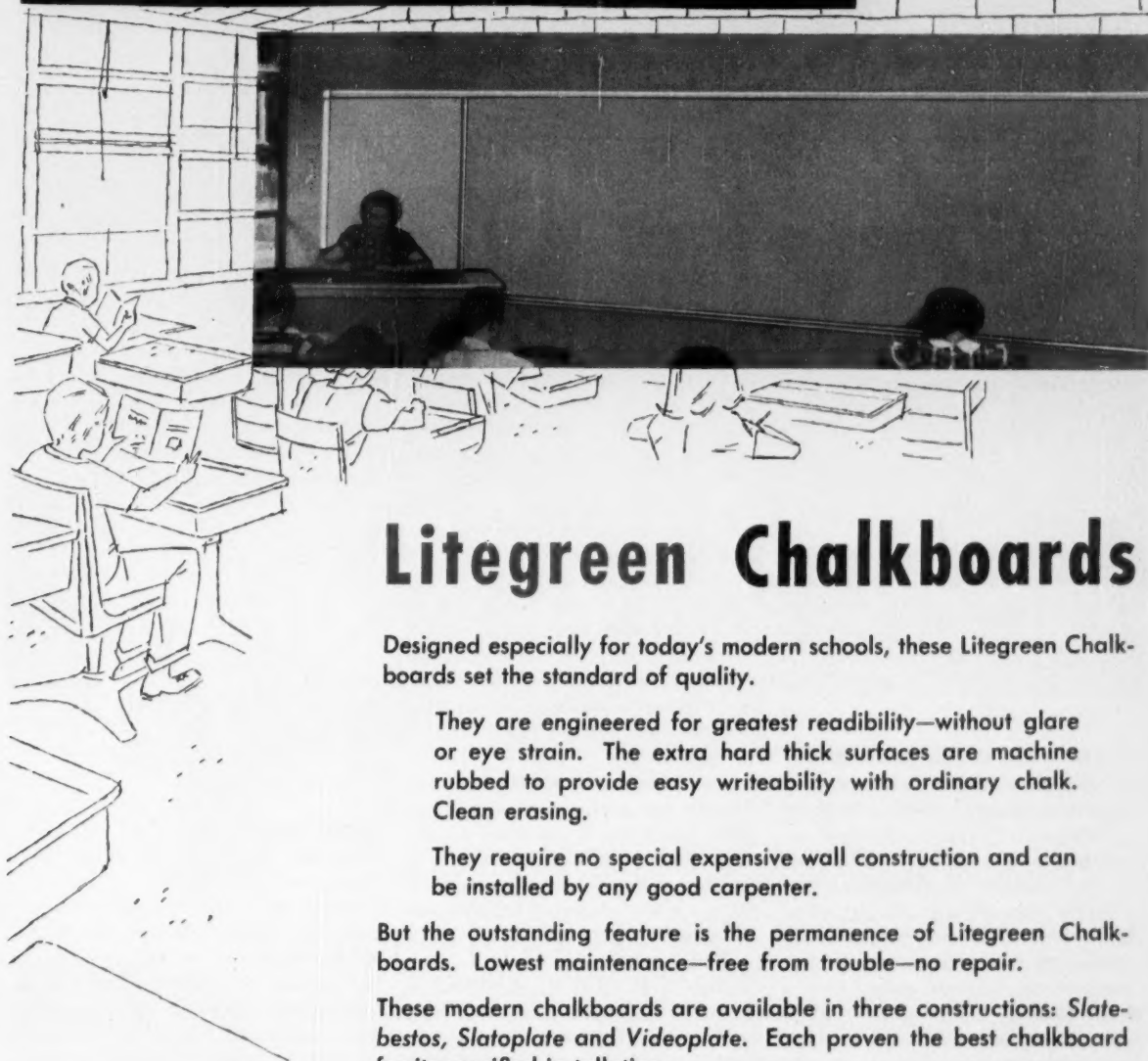
Having read the 25th anniversary issue from cover to cover, I must write this note to tell you what a splendid issue I found it to be. Not only does this issue cover a wide range of important topics, but the writing itself seems more sprightly than is the custom for professional journals.—HAROLD B. GORES, *superintendent, Newton, Mass.*

Strong in Content, Makeup

Sirs:

Congratulations on your 25th anniversary issue. It is strong in content, (Continued on Page 124)

Modern • Outstanding



Litegreen Chalkboards

Designed especially for today's modern schools, these Litegreen Chalkboards set the standard of quality.

They are engineered for greatest readability—without glare or eye strain. The extra hard thick surfaces are machine rubbed to provide easy writeability with ordinary chalk. Clean erasing.

They require no special expensive wall construction and can be installed by any good carpenter.

But the outstanding feature is the permanence of Litegreen Chalkboards. Lowest maintenance—free from trouble—no repair.

These modern chalkboards are available in three constructions: *Slatebestos*, *Slatoplate* and *Videoplate*. Each proven the best chalkboard for its specified installation.

Beckley-Cardy Litegreen Chalkboards, backed by nearly half a century of experience, prove themselves in every type of installation.

To make your school rooms modern—outstanding—attractive—ask your architect to specify

Beckley-Cardy Litegreen Chalkboard and Tackboard

SEND FOR BULLETIN 522 OF STRUCTURAL DETAILS.

Litegreen Cork Bulletin Boards

A fitting adjunct to Litegreen Chalkboards.

A smooth, firm and long life tacking surface of processed cork. In color harmony with chalkboards.

BECKLEY-CARDY COMPANY

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Roving Reporter

In Iowa a Bulletin Board Talks—With the Aid of a Tape Recording • In New Mexico Donald Duck Becomes an Assistant Teacher • In New Jersey Public School Teachers and Pupils Originate and Produce a Weekly Radio Program

A REALLY DIFFERENT bulletin board—one that talks—has been placed in the corridor of the Campus School at Iowa State Teachers College, Cedar Falls.

A definite subject, such as a season, a theme, musical organizations, or transportation, is chosen for the bulletin board. Then pertinent explanatory statements are prepared and recorded with suitable background



sounds or music. Only about 20 feet of tape are used, with the ends taped together to make a complete loop.

Leonard Y. Tripp, audio-visual coordinator at the school, explains:

"The machine is arranged so that the tape runs through the recording heads freely and then drops into a convenient box. The incoming portions of the tape are guided over a chair back in such a manner as to prevent tangling. With a little adjusting the tape will continue to run through the machine, into the box, up over the chair back, and back to the machine without hesitation."

A pupil is responsible for turning the machine on and off at the proper times, and, says Mr. Tripp, further mechanical attention is unnecessary.

"AN ASSISTANT TEACHER"—that's what Opal Moore, second grade teacher at Lovington, N.M., calls Donald Duck. Not the real Donald, of course; just a large picture of him mounted on cardboard.

Originally Donald stood in a Lovington grocery store window, adver-

tising bread. Now the cards he holds—written by Miss Moore each morning before the children arrive—encourage the second graders in their reading.

The children like all the Walt Disney characters—they had made large (18 to 24 inches high) tag-board reproductions of Mickey and Minnie Mouse, Pluto, Snow White and Bambi and arranged them along one of the blackboards before Donald arrived. And, of course, they are at an age to enjoy the make-believe involved in Donald's messages to them.

One morning Donald's sign read: "That was a good story you read yesterday, but I wish some of you would read a little louder. Remember, I'll be listening." That day every child read loudly enough to be heard throughout the room—and glanced at Donald as if for approval.

Since Donald cannot spell, he compliments the pupils on their spelling ability and wishes he could do as well. Just to show him how well they can do, the youngsters learn to spell all the words in their lesson and then ask for more.

WHEN THE PUBLIC SCHOOLS at Dunellen, N.J., were offered a weekly half hour of free time on radio station WAWZ, faculty members wondered where the school would find the material and talent for weekly programs. They remembered that other schools had abandoned broadcasting when they found a monthly half-hour program an harassing experience.

However, they regarded the opportunity as a challenge and felt that such broadcasts could provide a genuine public service. So the weekly series began.

Now, four years later, the radio program is so successful that the Dunellen schools are looking for a television outlet. The faculty radio committee has ideas for more broadcasts than

can be given in a year, and pupils have proved surprisingly (even to their parents) talented.

The first year programs aired experimentally included interviews, drama, sports, music, speeches by distinguished visitors, panel discussions, variety programs, and classroom excursions. Now the programming has been expanded to include programs about holidays, quizzes, departmental presentations, round table and panel discussions, a P.T.A. program, and such special events as the book night, the



superintendent's night, the seniors' night, the opening and closing of school, and graduation.

About one in five broadcasts originates in a regular class period. Most of the broadcasts are tape recorded. This eliminates the necessity of transporting large groups to the radio station and permits special events and dramatic programs to be recorded and filed in the archives. Also, "fluffs" can easily be corrected, and programs can be recorded in advance, with a spare program always ready in case it is needed.

At first it took as long as 75 minutes to do a 30 minute show. Now few retakes are needed; about 42 minutes is needed for a broadcast taping, including the time needed to set up and dismantle equipment.

Responsibilities of the faculty radio committee are to submit program suggestions, schedule and allot broadcast dates, and provide suitable publicity for the programs.

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FOREVER FIRE-RESISTANT-
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DURA-DECOR Fabrics—in many beautiful colors and distinctive patterns and with excellent draping qualities—mean permanent fire-safety—no costly, doubtful flameproofing treatments. In case of an on-stage fire, the Fiberglas reinforcing cloth actually acts as a fire barrier—could prevent the spread of fire to the auditorium!

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DURA-DECOR Fabrics are mildew- and rot-proof. They won't crack, harden or peel—welcome abusive service conditions—eliminate fading problems. An approved Major Decorating Studio in your vicinity is qualified to adapt DURA-DECOR to your needs. LOOK for this seal  of approval.

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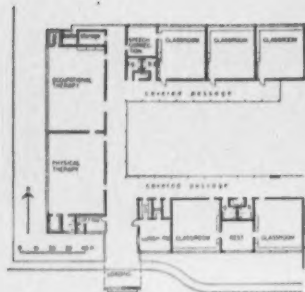
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▲ Physical Therapy Room, with walls of interior gum Weldwood Plywood. Architects: David H. Horn & M. D. Mortland. Associate Architect: Clinton D. Ternstrom.
◀ The Sunshine School, biggest school prizewinner for 1951 (three awards from AASA, one from AIAO) was planned, designed and built to give utmost help to handicapped children . . . and to meet rigid budget requirements. Weldwood Plywood played an important part in this achievement.

Silver Lining for the Sunshine School

Sunshine School, Fresno, California, is a school with a heart . . . and a plan for helping crippled children.

It *had* to be built on a low budget and it *was* . . . at a cost of only \$110 per pupil over a 30-year period.

And one of the big reasons *why* this could be so successfully accomplished was the extensive use of low-cost, interior gum Weldwood® Plywood.

"The important lesson learned from this project," said David H. Horn, one of the architects, "is that adequate space properly related to function is far more important than elaborate construction or finish."

With costs rising faster than budgets, it is no wonder that *all* school officials are so economy-minded.

No matter what *your* school remodeling or building problems are, there is a Weldwood Plywood material exactly fitted to your needs and budget.

Structural strength enables you to use Weldwood as a building material. And a wide variety of fine hardwoods . . . including walnut, oak, birch, mahogany and Korina® . . . makes Weldwood an ideal *finishing* material.

Weldwood Plywood is *guaranteed* for the life of a building . . . and Weldwood walls require virtually no maintenance, no redecorating.

Weldwood has other advantages, too. The big panels are easy to work, easy to handle. Large wall areas are completed quickly . . . saving in labor costs, also.

So ask your architect and builder about Weldwood Plywood. No other material can match it for beauty, economical and maintenance-free service.

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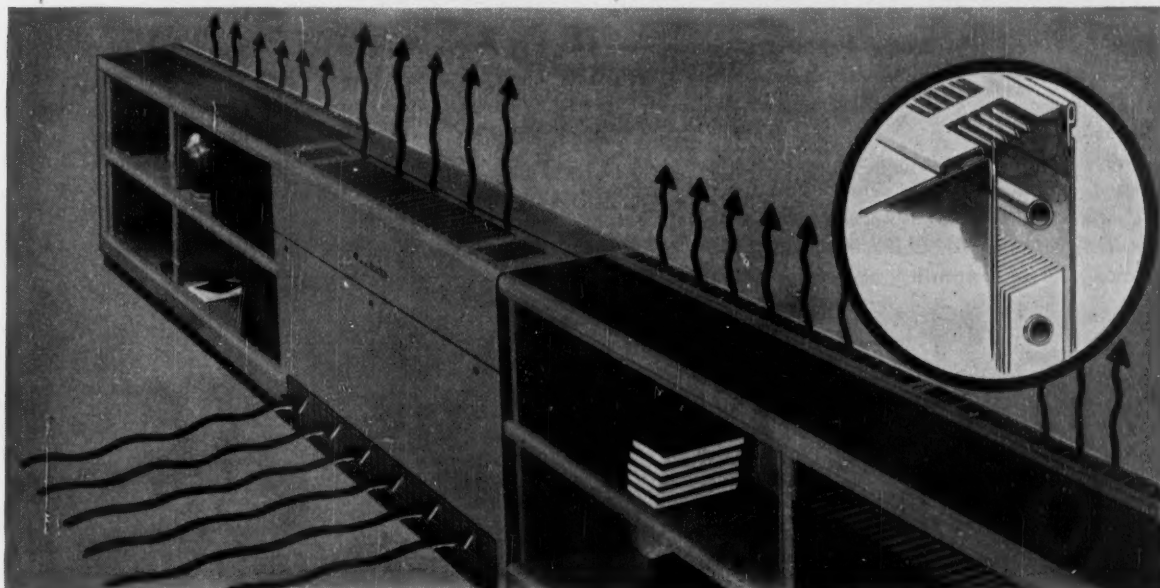
Branches in Principal Cities • Distributing Units in Chief Trading Areas • Dealers Everywhere

You'll turn "walls of ice" into "blankets of heat" with NESBITT WIND•O•LINE SYNCRETIZERS



There is something in this picture that will be genuinely pleasing to you. It is the attractive Nesbitt heating and ventilating unit shown along the outside wall. This Nesbitt Wind•O•Line syncretizer provides a blanket of heat the length of window areas—insuring that all students are pleasantly comfortable, regardless of outside temperatures.

Below is the Nesbitt Wind•O•Line "package"—unit ventilator, with finned-tube radiation extending to either side, and matching storage cabinets. Enlarged section shows construction details of finned-tube radiation. For complete data on this and other school ventilating equipment, consult your nearest American Blower Branch Office.



YOUR BEST BUY AMERICAN BLOWER HEATING AND VENTILATING EQUIPMENT
AMERICAN BLOWER CORPORATION, Detroit 32, Michigan • CANADIAN SIROCCO COMPANY, LTD., Windsor, Ontario
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ACOUSTICAL MATERIALS AT WORK



Highland Oaks School, Arcadia, Calif., proves —

Sound conditioning doesn't have to be expensive

Like all schools, the Highland Oaks School in Arcadia, California, needed acoustical treatment. The problem was to find a material that offered not only high acoustical efficiency to quiet classrooms and hallways but low cost as well.

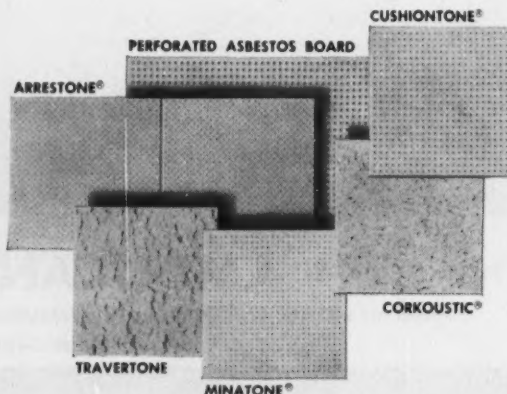
Armstrong's Cushiontone, the acoustical material selected, met both requirements. An attractive, perforated wood fiber tile, Cushiontone is applied right over existing ceilings. Its quick installation, easy maintenance, and repaintability are real economies. High

light reflectivity contributes to better room lighting.

Better learning conditions and better grades result when an Armstrong acoustical ceiling is overhead. Armstrong offers a complete line of sound-conditioning materials, with a wide range of special features. For free, expert advice, call in your Armstrong Acoustical Contractor. For his name and a copy of the free booklet, "How to Select an Acoustical Material," write Armstrong Cork Company, 3703 Stevens Street, Lancaster, Pennsylvania.



Armstrong's Cushiontone has a washable white paint finish that simplifies maintenance problems. Where fire regulations require it, Cushiontone is also available with a special "flame-resistant" paint finish that meets Federal Specification SS-A-118a.



ARMSTRONG'S ACOUSTICAL MATERIALS

The NATION'S SCHOOLS

NOW MORE THAN EVER... **SLATED FIRST**
BY PUBLIC AND PAROCHIAL SCHOOLS



Wayne

GREATER THAN EVER IN 1953

NEW positive-action "Safety-Seal" door resists strongest winds, rainstorms, snowdrifts!

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NEW "Aerotex" seat padding—wonderfully comfortable and durable!

NEW dust-proof, leak-free wheelhouse!

NEW "Sky-Light" interior finish increases visibility 59%!

NEW glistening, long-lasting synthetic enamel exterior finish!

NEW streamlining!

ALL THIS plus these other exclusives: Bonderized against rust! . . . 8 to 9 impact thicknesses of heavy steel at critical passenger level . . . 9 to 12 guard rails . . . "Perma-Safe" Dry Wall . . . Fortress Panel . . . higher headroom, bigger windshields, wider body front . . . gracefully curved corners for passenger windows . . . etc.!

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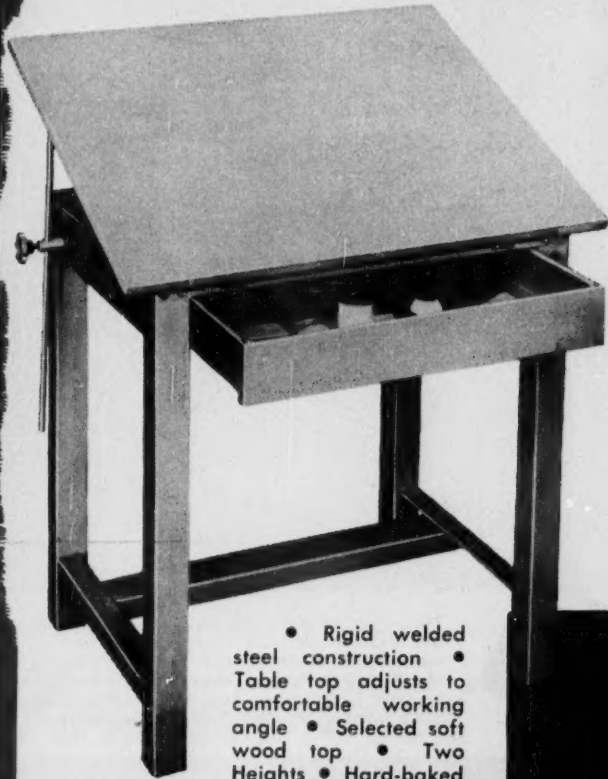
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Making better products to make other products better

how to set up an art dept. you can forget about



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School Equipment must be rugged to take the daily wear and tear. STACOR LifeTime Steel Construction guarantees that generations of students will work and study without costly replacements or repairs. Here's durable construction . . . Here's rugged reliability . . . Here's economy that can't be duplicated, in Stacor Equipment!

- Rigid welded steel construction
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Available with locks

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- Stores and protects bulky art work
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STACOR Life-Time Steel TABORETS



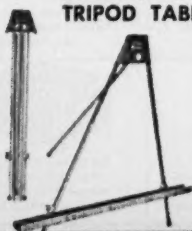
- Two drawers
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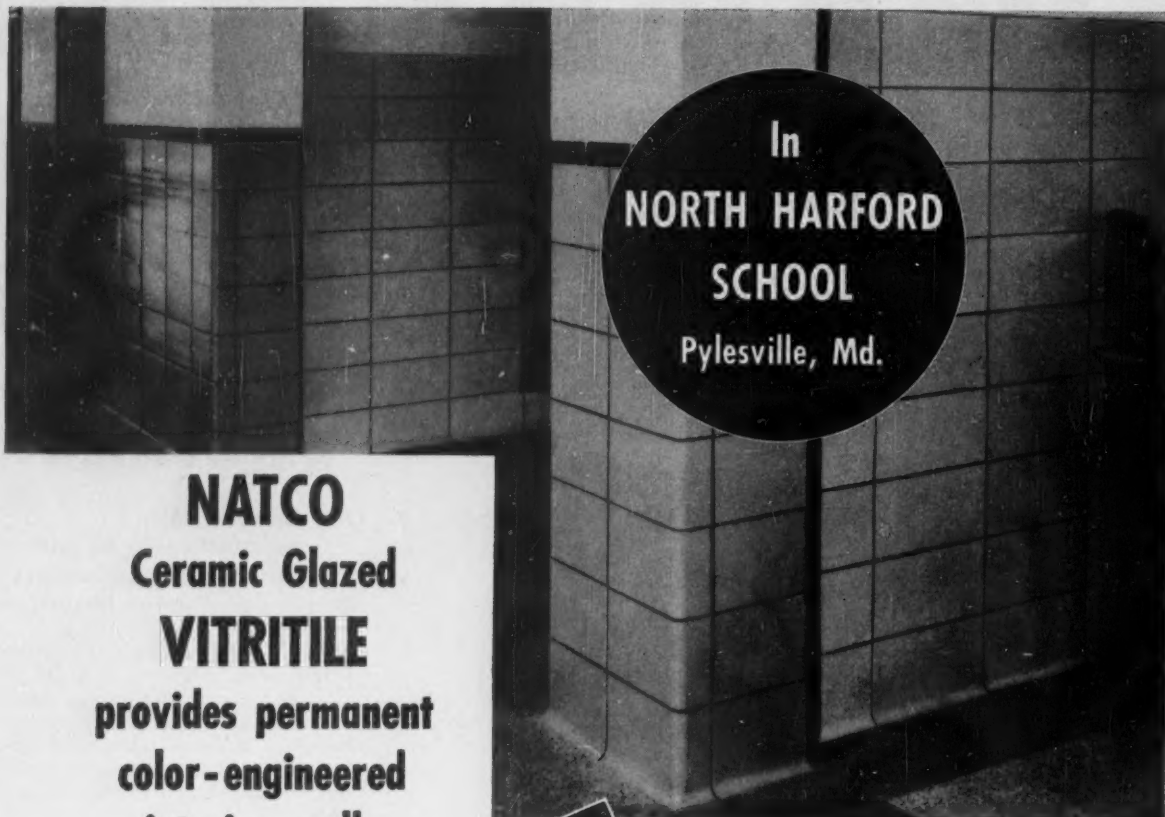
- Back leg adjusts to any angle
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NATCO
Ceramic Glazed
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provides permanent
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interior walls

Furnished in right colors for better lighting and seeing conditions, Natco Ceramic Glazed Vitritile—functionally correct in color—also lowers future school budgets through lower maintenance costs, resistance to wear and tear, plus simple cleaning with soap and water. Write for additional information.

It will also pay you to write for a copy of General Catalog S-53. It explains how other types of Natco Structural Clay Tile are being profitably used for both exterior and interior walls, for backing face brick, for floors and other types of construction, where high effectiveness and reasonable costs are important.



Two views of Natco Ceramic Glazed Vitritile, 8W series, block bond construction as used for wainscots in North Harford School, Pylesville, Md. Architects Palmer, Fisher, Williams and Nes; General Contractors, Davis Construction Company; Mason Contractor, Vincent Campitelli.



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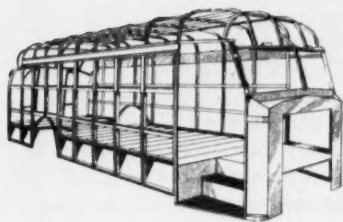
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Protected by "A Cradle of Steel From Wheel to Wheel"—boys and girls of rural America travel the long school miles daily with Oneida Safety!

To the youngsters—Oneida Safety means comfort—seats that fit, room for legs and elbows, good ventilation and visibility.

To School Boards—Oneida Safety means a new, high degree of highway safety for children at a lower passenger-mile cost—due to exclusive features of design and construction.

To parents—Oneida Safety means peace of mind, freedom from worry!

Oneida Safety costs no more! Convince yourself—compare Oneida—feature for feature, quality and price—with any other school bus body. However, School Boards should place their orders early because of the government's quarterly steel allotments.

Oneida Safety is Endurance-Built. Demand it on the chassis of your choice.

There can be no compromise with safety. Dollars saved won't save lives!



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AMERICA'S FINEST SCHOOL BUS BODY
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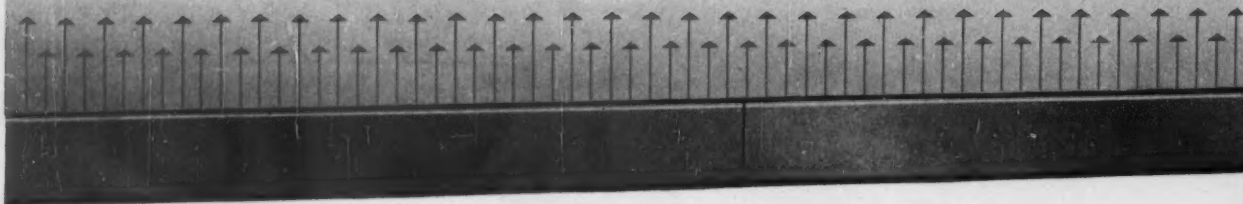
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NEW! Trane Unit Ventilator 40-foot blanket of **FORCED,**



HEATS MORE EVENLY...ends cold corners

VENTILATES MORE UNIFORMLY...ends stale spots

STOPS DOWN-DRAFTS CONSTANTLY...ends window chill

No other unit ventilator ever built can blanket the entire outside wall with a forced upward flow of tempered air, providing better heat and air distribution and also protecting children from down-drafts, even when the heat is off!

Big news! A really basic engineering improvement in unit ventilator development . . . the new TRANE Unit Ventilator System! Architects, engineers, contractors, manufacturers and school boards have long agreed that the ideal unit ventilator would blanket large window areas with a *continuous*, forced stream of tempered air.

Now TRANE product engineers have actually built a unit that accomplishes the ideal . . . *constant* perimeter

heating with individual unit control. Now you can have a classroom ventilator that will stop window draft with an upward moving blanket of tempered air. Do it *every minute the room is occupied*. Do it quietly.

Here's how it works: Part of the warmed air delivered by the new TRANE Unit Ventilator is forced out through two wings. This scientifically designed, easily installed ductwork distributes air uniformly along the entire wall. Special fans in the unit ventilator keep this air under pressure . . . forcing it *constantly* and *evenly*, even when the thermostat calls for no heat. Yes, it protects school children from drafts *even when the heat is shut off!*

The new TRANE Unit Ventilator blends room and outside air, tempers it with just the right amount of heat, and distributes it *evenly* throughout the room . . . eliminates cold corners and stale air spots for good!

No other unit ventilator system can deliver such constant, even distribution of heat and ventilation air . . . plus complete protection against window drafts.

For more details, contact your TRANE sales office, or write TRANE, LaCrosse, Wis.

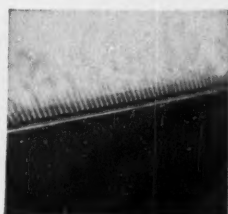
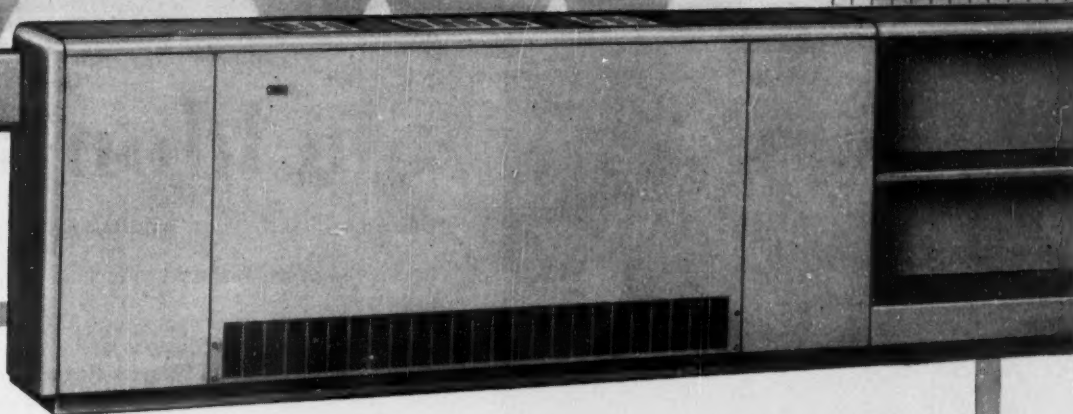


New TRANE

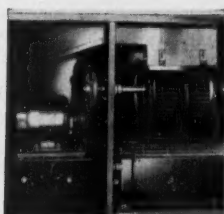
MANUFACTURING ENGINEERS OF HEATING, VENTILATING AND AIR

The NATION'S SCHOOLS

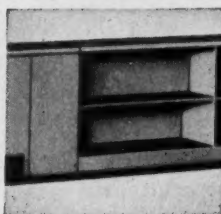
delivers continuous tempered air *[even when heat is off!]*



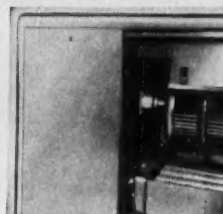
Laboratory photo of smoke test shows how this new idea works. Blanket of warm air moves upward from ducts in an even, solid stream. Drafts can't penetrate. Ducts come in 5-foot lengths, with a maximum extension to 15 feet from each side.



Exclusive fan, motor arrangement. Low velocity fans deliver air out through ducts, others move air through top of unit. Exclusive shaft and bearing assembly assures quiet operation. Standard motor, rubber mounted to stop noise.



Shelving optional—the new TRANE Unit Ventilator's ducts fit neatly into handsome, easy-to-install, bolt-together shelving. You can choose standard units in either open or closed shelving with a continuous, smooth top surface.



Removable panels—give easy access to all 3 sections. Front of each fan scroll detaches for easy cleaning. Filters are easy to replace or clean. Controls can be adjusted with panel in place, with unit in operation... a TRANE exclusive.

A great addition to TRANE's complete line of school heating and ventilating equipment



Centrifugal Fans



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Unit Heaters

Unit Ventilator System

smothers every inch of draft...every minute of the day!

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Unmatched variety of painstakingly-
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*Call in your Sheldon Man
to help you plan.*

THIS IS JUST
LIKE DRINKING COCOA
FROM A CHINA CUP!

IT'S BRAND NEW,—
A PLASTIC COATED **SEALRIGHT**
PAPER CONTAINER!



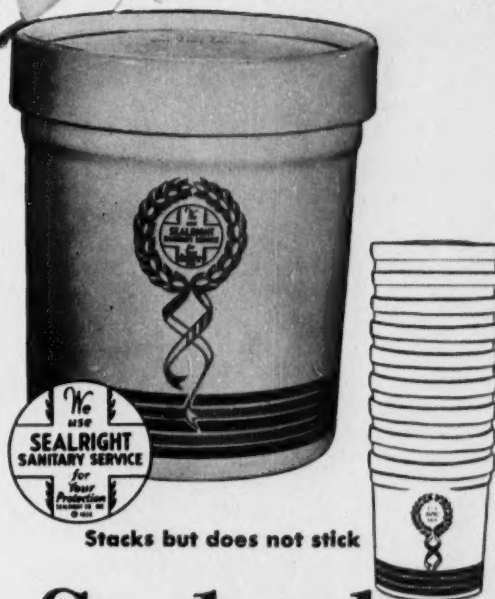
The plastic coating of the Alservis Container not only provides a porcelain-like rim to drink from, but also enables it to hold all the true flavor of hot chocolate, soups, and other hot liquids, and "it won't wilt or drip while you're using it."

Schools which have already *discovered* this brand new type paper container say it's "a natural" for cafeterias and lunch rooms.

Think of it! You can both heat and serve food right in the same container, and, when it's empty, it's easily disposable. The Alservis saves time, money, and, of course, eliminates both dish inventory and dishwashing.

Here's a container that you can use for all manner of hot prepared foods, including those with gravies, greases, and sauces.

The Sealright Alservis Nestyle Container is *not* an ordinary paper container—it's a great new idea in paper service.



Stacks but does not stick

Sealright

ALSERVIS NESTYLE
The Plastic Coated Paper Container
with the Porcelain-like finish

Oswego Falls Corp.—Sealright Co., Inc., Fulton, N. Y., Kansas
City, Kansas—Sealright Pacific Ltd., Los Angeles, California—
Canadian Sealright Co., Ltd., Peterborough, Ontario, Canada.

**MAIL THIS
COUPON TODAY**

**for samples
and full information**

SEALRIGHT CO., INC., FULTON, N. Y.

I would like samples and full information about Sealright's Alservis plastic coated food containers.

Name.....Title.....

Company Name.....

Address.....

City.....State.....

These youngsters may never need to learn
to use this: $F = \int_{380}^{760} K_{\lambda} J_{\lambda} d\lambda.$ *

... but they learn quickly to appreciate better seeing
conditions Curtis "Eye-Comfort"® Illumination the result
of combining illuminating engineering with newest lighting techniques.

*Equation for luminous flux



The Curtis "CORONET" line is a new series of fluorescent luminaires designed to provide high levels of illumination for schoolrooms and offices. They are available for all 4, 5 and 8 foot lamps in two-lamp and four-lamp parallel construction. Units are durably constructed with all control

equipment enclosed in a sturdy steel housing. Efficient side reflectors are Alzak Aluminum or baked white "Fluracite" enamel on steel. Complete details are illustrated and described in a newly printed bulletin. Write today for a FREE copy. Address Dept. C23-13.

CURTIS LIGHTING, INC.
6135 West 65th Street Chicago 38, Illinois

The NATION'S SCHOOLS



MANLEY, INC.

1920 Wyandotte St.
Kansas City 8, Mo.

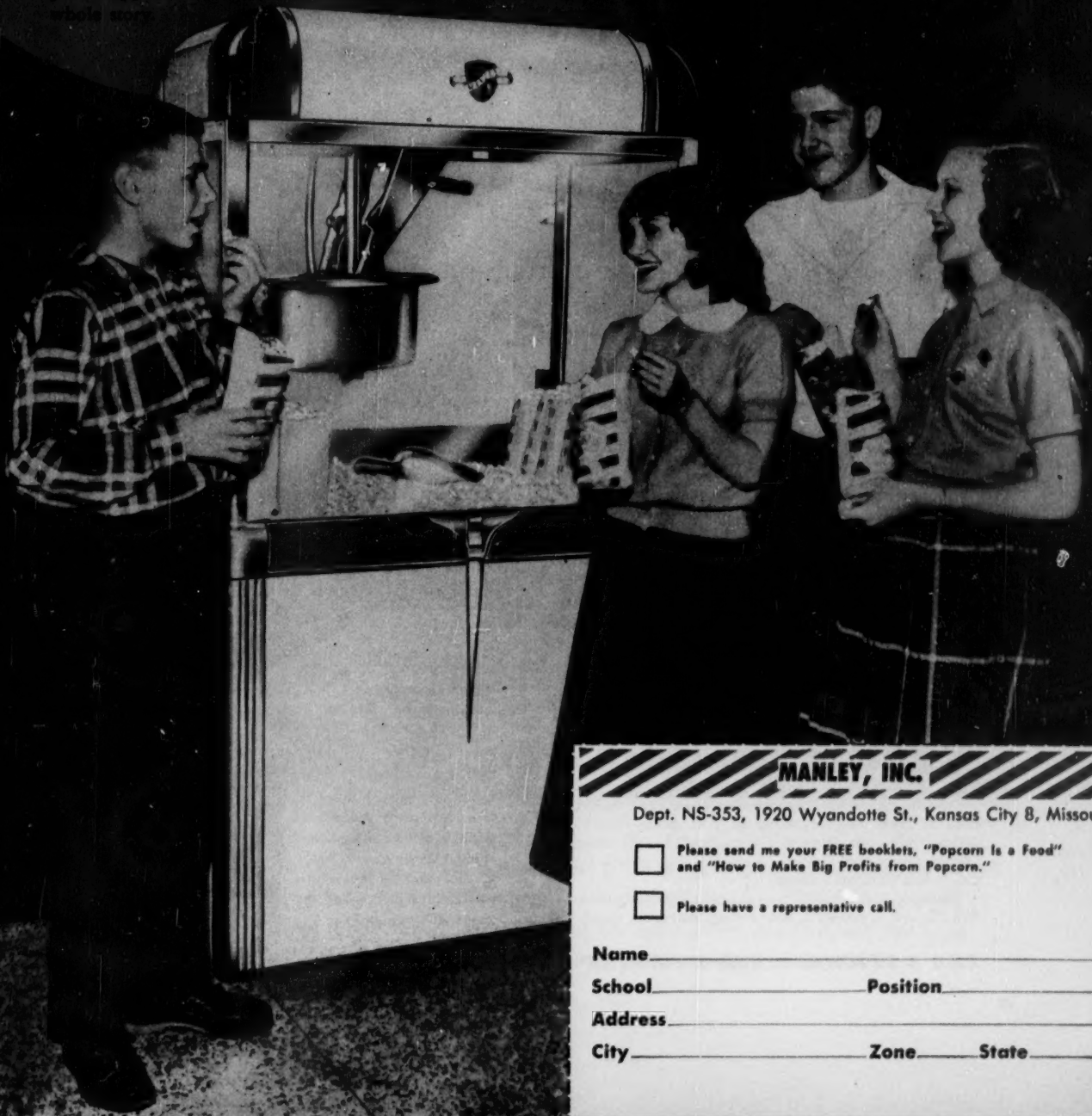
Nobody Outpops Manley

THE BIGGEST NAME
IN POPCORN
THROUGHOUT THE WORLD

"We Make Sales Big
with our Manley popcorn."

says Harry Blacklock, Superintendant of the
Cincinnati, Ohio, Yachtware. "We have been
popcorn machines during the past year and have
made for school children and many other
fun, and everyone enjoys our popcorn."

Let Manley help you every step of the way in
things you want to do by selling popcorn. You
profit appreciably for your school, club, or other
whole store.



MANLEY, INC.

Dept. NS-353, 1920 Wyandotte St., Kansas City 8, Missouri

☐ Please send me your FREE booklets, "Popcorn is a Food"
and "How to Make Big Profits from Popcorn."

☐ Please have a representative call.

Name _____

School _____ Position _____

Address _____

City _____ Zone _____ State _____

National presents the first and only
LIVE KEYBOARD
 adding machine



**No need
 to use motor bar . . .
 Saves up to 50% hand motion!**

Now—for the first time—you can add and list without depressing a motor bar! On this remarkable National every amount key is its own motor bar, because every key is electrified!

Simply press the keys you want to add—the machine does it instantly! Your hand need never leave the "Live" Keyboard when adding amounts. You save up to 50% hand motion.

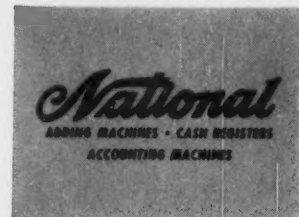
National's "feather-touch" action makes it easier than ever to press two or more keys at once—more time-saving! All ciphers print automatically—still more time saved! Operators love it—they do their work with so much less time and effort.

Printed words cannot explain all the advantages of this "Live" Keyboard. See a demonstration today!

**"Live" Keyboard is
 combined with 8 other
 time-saving features
 found only on National:**

Automatic Clear Signal • Sub-
 tractions in red • Automatic
 Credit Balance • Automatic
 space-up of tape when total
 prints • Large Answer Dials
 • Easy-touch Key Action •
 Full-Visible Keyboard •
 Rugged-Duty Construction.

For demonstration phone the nearest
 National office or National dealer.



THE NATIONAL CASH REGISTER COMPANY, DAYTON 9, OHIO



More children ride
SUPERIORS
than any other
school bus...
because only Superior
gives you so much
for your money



©1953

Year after year, since 1939, Superior has led the school bus industry in sales . . . the greatest vote of confidence in the history of school transportation. This leadership has been steadily increasing . . . positive recognition of the fact that Superior is first by every safety standard and that only Superior gives so much for your money. **Superior Coach Corporation, Lima, Ohio.**

Architects: Hamilton & Graham
 Engineers: Bevington, Taggart & Fowler, Inc.
 Heating Contractor: Liniger Co., Inc.

MISSISSENEWA SCHOOL, GAS CITY, INDIANA

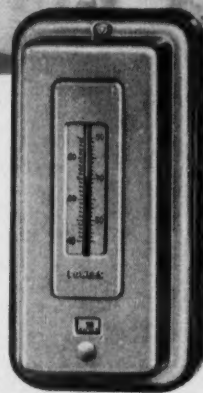
Some of the Many Installations of

POWERS Pneumatic

In Contemporary Elementary Schools



Radiant Panel Heating coils in floor of kindergarten at Carpenter School on opposite page are Powers controlled.

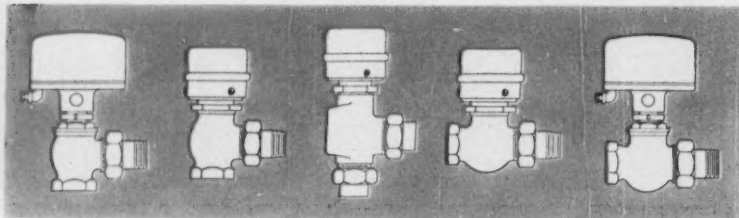


More COMFORTABLE Classrooms and smooth efficient operation year after year

... are assured in schools equipped with Powers temperature control. More and more the value of many Powers modern features are being recognized. For example —

... NO-PAK control valves shown below eliminate packing maintenance. Overtightened packing in any valve results in poor control. Powers NO-PAK valves give better control, their special Duo-Seal feature eliminates leakage of water, steam or loss of vacuum.

When you want a temperature control system that gives many years of dependable control with a minimum of service consult Powers nearest office, there's no obligation.



Powers NO-PAK valves with their many advantages are now standard with Powers Temperature Control Systems.

THE POWERS REGULATOR CO.

SKOKIE, ILL. • Established 1891 • OFFICES IN OVER 50 CITIES • See Your Phone Book
 CHICAGO 13, ILL., 3819 N. Ashland Avenue • NEW YORK 17, N. Y., 231 E. 46th Street
 LOS ANGELES 5, CAL., 1808 West 8th Street • TORONTO, ONT., 195 Spadina Avenue

(b3)

Temperature Control



Above: EDWARD ROWLAND SILL SCHOOL, CUYAHOGA FALLS, OHIO

Architect: M. M. Konark
Akron, Ohio
Heating Contractor: Zinsle Plumbing & Heating Co.

POWERS

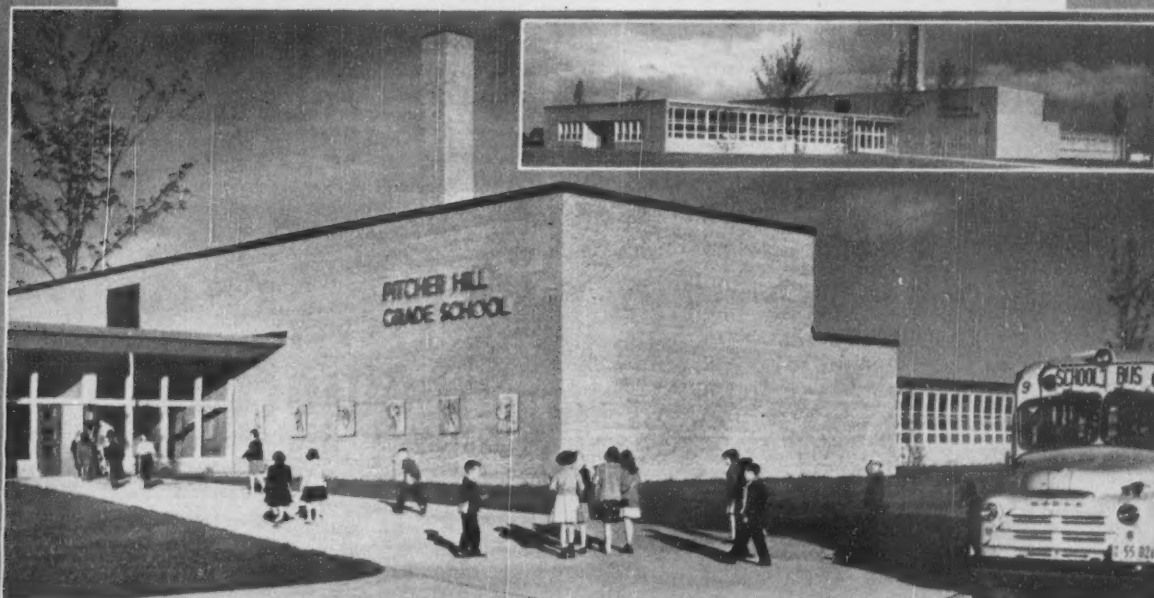
Below: GEORGE B. CARPENTER SCHOOL, PARK RIDGE, ILLINOIS



Architect: W. F. McCaughey & Associates
Consulting Engineer: E. R. Grichke
Heating Contractor: Julian Engineering Company

Below: PITCHER HILL SCHOOL, NORTH SYRACUSE, NEW YORK

POWERS



Architects: Harry A. and F. Curtis King and
Sargent, Weber, Crenshaw & Foley
Engineer: Cedric R. Adison • Contractor: Burns Bros.

G-E TEXTOLITE*

Desk Tops



**Superintendents like them... Principals like them... Teachers like them...
Maintenance people like them... Custodians like them and...**

Young Master Powell Likes Them Too...

G-E Textolite plastic surfaced desk tops are practically indestructible. They never need refinishing, reduce maintenance expense, are easily wiped clean, encourage good housekeeping habits, have near perfect light reflectance qualities, make studying more pleasant, add to classroom appearance and design.

For these reasons school staffs endorse them.

But how about the pupil? Note the absence of "hot" spots and highlights on the desk top. No light bounces into the student's eyes — work is made easier. The smooth hard surface is ideal for writing — encourages neatness. No mars and gouges can cause untidy work. Spilled ink and other liquids cannot stain.

Insist on G-E Textolite surfaces for your new desks and tables—reclaim years of maintenance-free life from old equipment by resurfacing with G-E Textolite.

Write for information on patterns and installation.



* Reg. U.S. Pat. Off.

This is an enlargement of the pattern shown on the above desk. It is the School pattern developed by General Electric in cooperation with the Nela Park Lighting Laboratories exclusively for school room use.

NATIONWIDE Roddiscraft WAREHOUSE SERVICE

Cambridge 39, Mass. • Charlotte 6, N. C. • Chicago 32, Ill.
Cincinnati 4, Ohio • Cleveland 4, Ohio • Detroit 14, Mich.
Kansas City 3, Kan. • Los Angeles 58, Calif. • Louisville 10, Ky.
Marshfield, Wis. • Miami 38, Fla. • Milwaukee 8, Wis. • New
Hyde Park, L. I., N. Y. • New York 55, N. Y. • Port Newark 5,
N. J. • Philadelphia 34, Pa. • St. Louis 16, Mo. • San Fran-
cisco 24, Calif. • San Leandro, Calif.

Roddiscraft

RODDIS PLYWOOD CORPORATION
Marshfield, Wisconsin



**"Perfectly Baked
in the oven of a
GARLAND RANGE!"**

says **RICHARD V. SNYDER,**
Commercial Baking Instructor, Detroit

Mr. Snyder removes a sheet cake from a Garland oven

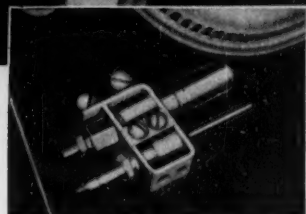
Extensive Tests Establish Outstanding Bakery Performance of Garland Range Ovens

A demanding series of baking tests, conducted as a part of Garland's continuous research and development program, offer dramatic proof that ovens of Garland ranges maintain a uniform heat.

Bread, cakes, pies, rolls, delicate Danish pastry . . . all were baked to a turn, consistent from pan edge to pan edge. At the conclusion of the tests, Richard V. Snyder, Commercial Baking Instructor, Detroit,

who conducted the tests, said, without qualification: "All types of pastry and bread products can be perfectly baked in this oven."

A Garland range is a *complete cooking machine* that occupies less than 10 square feet of floor space! All Garland units can be furnished in stainless steel and can be equipped for use with natural, manufactured or L-P gas.



AUTOMATIC OVEN LIGHTING

Twist of oven burner valve lights the oven. Special valve shuts off gas automatically should pilot light fail.

Ask Your Dealer to Demonstrate
PROOF OF PROFITS with GARLAND—
Fired with Gas, the Ideal Fuel!

Garland Open Top
No. 44-29

GARLAND

DM
PRODUCTS

Heavy Duty Ranges • Restaurant Ranges • Broilers • Deep Fat Fryers • Griddles •
Broiler Griddles • Baking and Roasting Ovens • Counter Griddles • Dinette Ranges

DETROIT-MICHIGAN STOVE CO., DETROIT 31, MICHIGAN
In Canada, GARLAND-BLODGETT, LTD., 2256 Eglinton Ave. W., TORONTO



STEELOX makes room when budgets won't budge

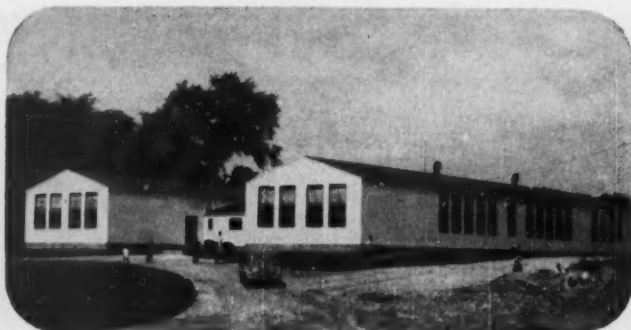
Tight-fisted school building budgets seldom relax. The big problem is to get needed classroom space at a cost you can afford. Many communities have found the answer in an Armco Steel Building of STEELOX construction.

One reason for low cost is the patented STEELOX panel that provides both structural support and finished surface in a single unit. Erection moves fast with a minimum of on-site labor. Any local contractor can completely erect the average building in a few weeks time.

Armco Steel Buildings are also efficient, attractive and safe. You can provide the same interior facilities and equipment as in any other building.

Maintenance is no problem. There is nothing to crack, warp or rot. All-steel construction assures fire-resistance, and proper grounding makes buildings lightning-safe.

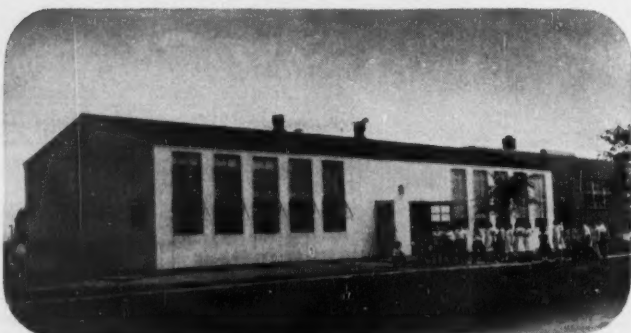
Let us tell you or your architect more about these Armco School Buildings. Perhaps they will help you answer your most troublesome budget problems. Write for details. Armco Drainage & Metal Products, Inc., 1893 Curtis St., Middletown, Ohio. Subsidiary of Armco Steel Corporation.



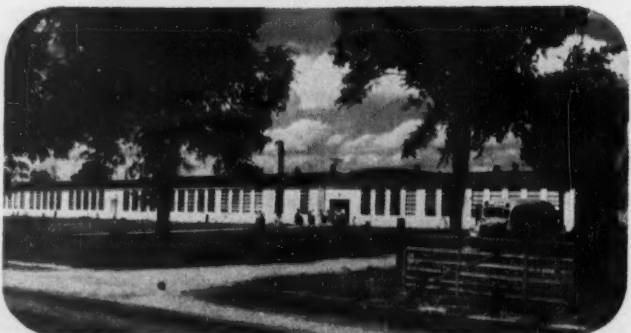
Ontario



Wisconsin



Illinois



Indiana

ARMCO STEEL BUILDINGS





BRUNSWICK

brings you
a completely
new line
of school
furniture
with
advanced
design



Brunswick sets new standards



Classroom Chair—A new concept in seating comfort. Stackable. Available in full range of sizes.



Tablet Arm—Classroom chair with exclusive "write angle" tablet attachment. Right or left handed.



Chair Desk—Classroom chair with unique trapezoidal top attachment. Greater writing comfort.



Study Top Combination—Flexible combination unit. Open shelf or under seat storage optional. All sizes.



Lift Lid Combination—Flexible combination unit. Spacious book storage. No-slam lid. Range of sizes.



Individual Desk—Open Front—Maximum classroom flexibility. Storage shelf optional. Stackable. Range of sizes.



Teacher's Desk—Economical, movable conference style table-desk. File cabinets optional. Related design. Complete range of sizes.

in design, comfort, and flexibility



Guest Chair—Lounge type design for teachers, guests, general use. Arm rests optional.



Individual Desk—Lift Lid—Easily movable unit. Large book storage area. Groupable. No-slam lid. All sizes.



Tables—All-purpose lightweight tables. Exclusive nestability in 2" heights. Five heights and top sizes.

NEW UNIFIED DESIGN—Advanced design characteristics are carried through each unit in Brunswick's line. Result: a unified, coordinated classroom.

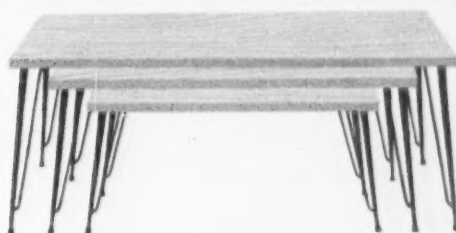
NEW COMFORT SEATING—Built-in resiliency of structure, body contoured seat and back, scientifically dimensioned throughout, give a new concept of seating ease and comfort in the classroom.

NEW FLEXIBILITY OF USE—Basic student chair is easily converted to tablet arm, chair desk, or lounge chair.

NEW UNI-STRUCTURE DESIGN—Rugged independent chassis design. Does not rely on chair seat, back or desk top for strength.

COLOR—Brunswick's complete line of school furniture is available in a choice of attractive colors designed to complement today's classroom.

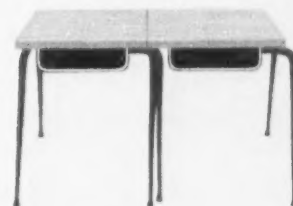
DESK AND TABLE TOPS—All work surfaces are available in choice of natural wood grain finishes or durable plastic tops.



Nesting—Exclusive feature of Brunswick all-purpose tables. Makes space saving easy.



Stacking—A new conception in space saving. Gain classroom and storage space. Economical.



Grouping—Combine units for larger working area. Increases classroom flexibility.

For more than a century

The Brunswick-Balke-Collender Company has enjoyed a reputation for integrity of product and a position as leader in its field. We have earned this distinction by consistently producing products that have met the highest standards of quality and fine workmanship.

In the development of this completely new line of school furniture we secured the services of one of the nation's foremost designers who worked in close collaboration with leading educators. The result is an entirely new concept in furniture for the schoolroom, engineered and produced by Brunswick to meet the requirements of the schools of today and tomorrow.

We are confident that school boards, administrators, teachers and pupils too, will find Brunswick's new standards of design, comfort and flexibility an important contribution to the progress of education.

Brunswick will serve your needs through 28 branches located in principal cities throughout the nation.

Atlanta
Baltimore
Boston
Buffalo
Chicago
Cincinnati
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Philadelphia
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THE BRUNSWICK-BALKE-COLLENDER CO.
623 South Wabash Avenue
Chicago 5, Illinois



IT DOES THESE JOBS—AND MORE!

Budgetary Accounting • Cost Records
Expenditure and Revenue Distribution
General Ledger • Student Accounts
Payrolls • Stores Records
Governmental Records



A SIMPLE TURN of the job selector knob changes jobs in a second—gives choice of any four accounting operations controlled by each sensing panel. Any number of panels may be used, so there's no limit to the number of jobs a Sensimatic will do.

Burroughs Sensimatic
ACCOUNTING MACHINES

*Here's new versatility to handle any job ...
plus effortless speed on every job!*

No other accounting machine is so universally useful—
can do so many accounting jobs with such speed,
such ease . . . at such a saving!

There's practically no limit to the number of accounting
problems your Sensimatic can solve! Its most
remarkable feature—the sensing panel or “mechanical
brain”—automatically directs it through every
operation—effortlessly, unerringly. Moreover, the
Sensimatic's many other automatic features and highly
efficient design save costly working time and operator
effort . . . make it simple to learn, easy to use!

Why not see for yourself how much *more* Sensimatics
can do for you? Simply call your nearby
Burroughs office, listed in the yellow pages of the
telephone book. Burroughs Adding Machine Company,
Detroit 32, Michigan.

WHEREVER THERE'S BUSINESS THERE'S



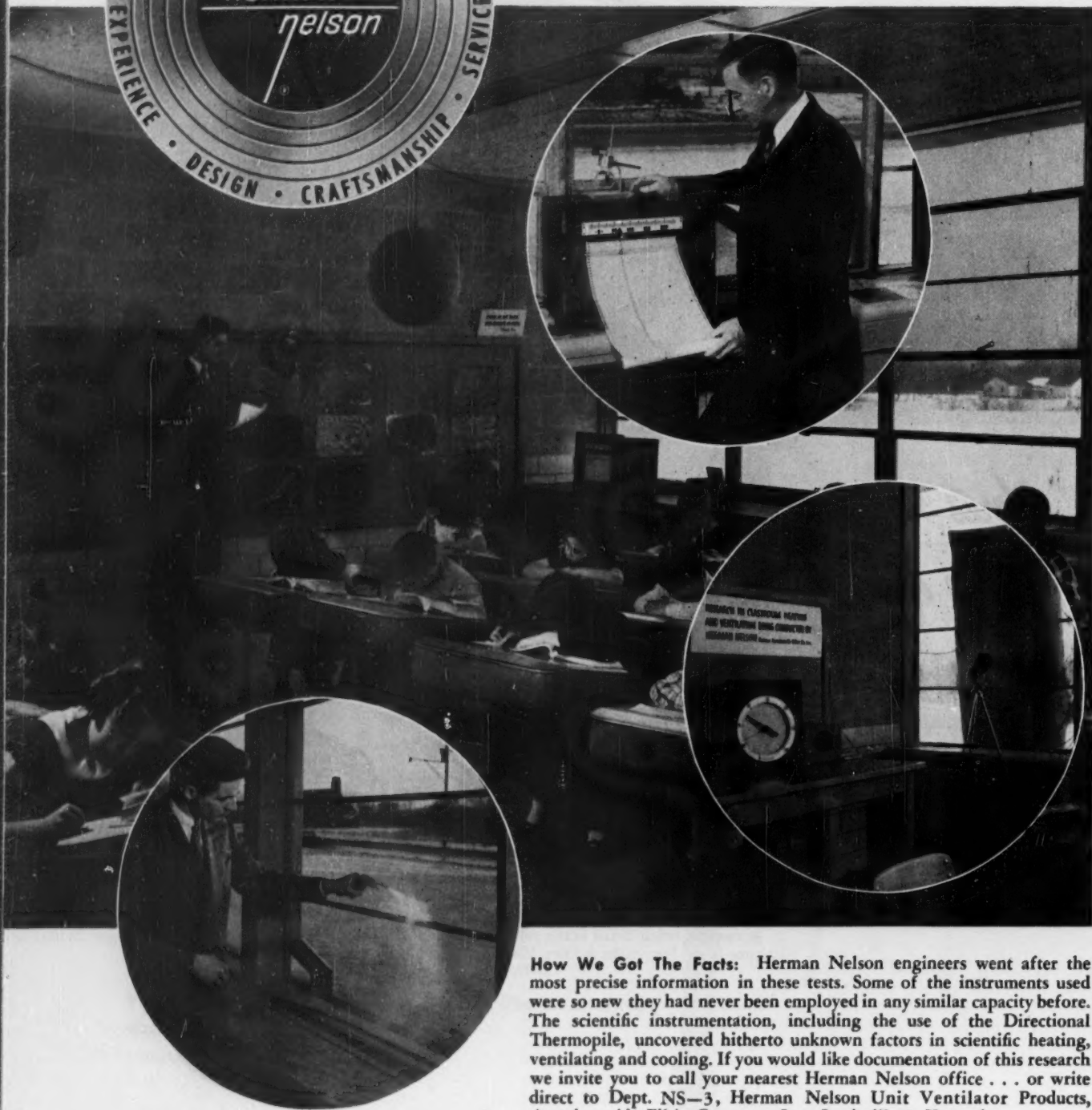
Sensimatic 300 with 11 totals
Sensimatic 200 with 5 totals
Sensimatic 100 with 2 totals



Mark of Leadership



Our Research Engineers



How We Got The Facts: Herman Nelson engineers went after the most precise information in these tests. Some of the instruments used were so new they had never been employed in any similar capacity before. The scientific instrumentation, including the use of the Directional Thermopile, uncovered hitherto unknown factors in scientific heating, ventilating and cooling. If you would like documentation of this research we invite you to call your nearest Herman Nelson office . . . or write direct to Dept. NS-3, Herman Nelson Unit Ventilator Products, American Air Filter Company, Inc., Louisville 8, Kentucky.

Go Back to Grade School!

Two winters ago, as part of our leadership in research, The George Washington Grade School, Moline, Illinois, became a Herman Nelson "laboratory school" for a searching investigation into classroom heating and ventilation. Herman Nelson engineers chose this school because it was not only representative of the design of most schools now being built, but also because its classrooms faced to the four points of the compass. Here, then, in one single building, were four widely varying heating and ventilating problems.

Tests were conducted to determine what happens to temperatures under normal occupancy conditions. Every day Herman Nelson engineers took thousands of temperature readings (up to 10,000 a day) using the most advanced and sensitive instruments.

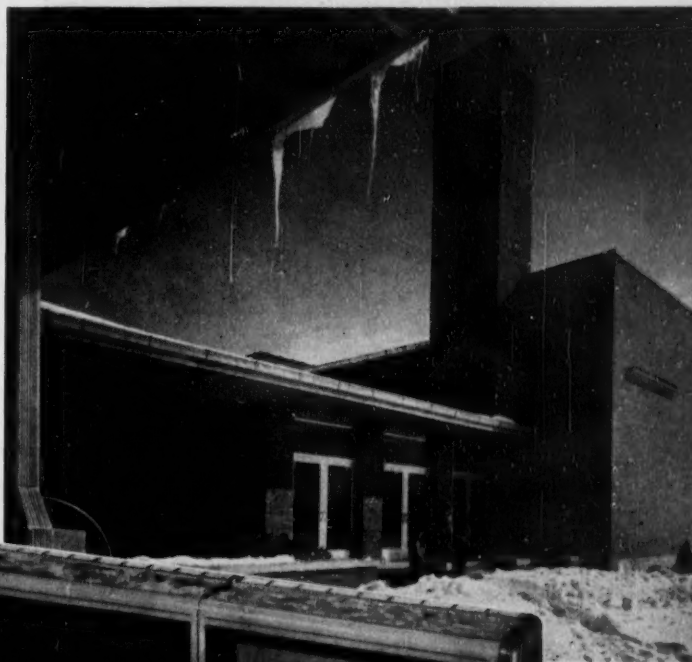
Temperature records showed conclusively that school-rooms need COOLING most of the day far more than they need heating—even in the coldest outside weather. Variations in the number of students per room, the movements of the sun and the velocity of the wind dictate individual heating and ventilation controls for each separate room. It was also confirmed that room air striking cold window glass is the cause of drafts which sweep across the floor creating a serious comfort problem.

Conclusions from these and earlier studies are translated into the modern design of the Herman Nelson DRAFT|STOP system which cools, heats and ventilates

each room according to its needs, as well as traps cold air downdrafts which are created as a result of large window areas.

If you're looking for classroom health and comfort for your children, be sure to investigate Herman Nelson DRAFT|STOP. Write Dept. NS-3, Herman Nelson Unit Ventilator Products, American Air Filter Company, Inc., Louisville 8, Kentucky.

George Washington School; Moline, Illinois, utilizes unusual treatment of clerestory lighting through means of corrugated glass for its classrooms. DRAFT|STOP Unit Ventilators were selected by Superintendent of Schools, Alex Jardine; Architect, M. R. Beckstrom.



HERMAN NELSON

SYSTEM OF CLASSROOM
HEATING AND VENTILATING

When you design your new school or remodel your present building to increase capacity... Make space serve double duty

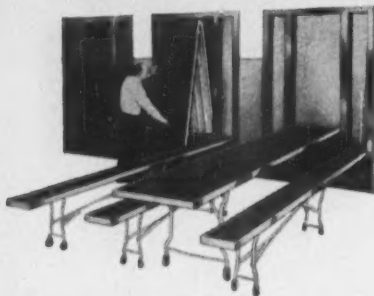
SCHIEBER NOW OFFERS FOLDING TABLES and BENCHES IN 2 STYLES

Choose the one that best suits your budget
and special requirements

ALL-STEEL CONSTRUCTION

In-wall

RIGIDLY ATTACHED TO WALL POCKETS



Here is genuine quality that has stood the test of time. Since 1937, more than 500 architects have specified thousands of these units in schools from coast to coast. With full knowledge of the rugged use they receive Schieber puts into their construction the best in workmanship and materials. Sound policy? Schieber IN-WALL users have no service problem.

Unless you foresee the need of detaching tables and benches from the wall, specify IN-WALL and get the extra rigidity and quality it offers as compared with detachable units.



PLYWOOD TOPS—STEEL LEGS

Port-a-Fold

DETACHABLE FROM WALL POCKETS



This is a low cost, plywood top, version of IN-WALL, yet many of the important quality features of IN-WALL are incorporated in its design. With 15 years experience building folding tables and benches, Schieber knows exactly where strength is needed. No castings are used in Port-A-Fold and reinforcements are provided where necessary to absorb the abuse of daily operation.

If conditions require various seating arrangements or your budget is restricted, specify this unit.

If you are planning a new school or modernization of an existing building, consult SWEET'S file or write for these two catalogs and get complete details on both Schieber units. Then choose the type that best suits your needs.

SCHIEBER
SALES COMPANY
DETROIT 23, MICHIGAN

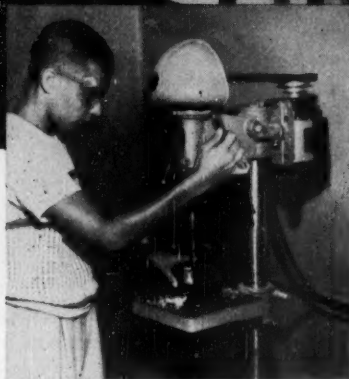
a name that
has always stood
for highest quality
in folding table
and bench
equipment.

DELTA
MILWAUKEE

QUALITY MAKES THE DIFFERENCE



Here a student demonstrates how easy it is to "do the job" with a Delta



The Delta Drill Press has more than demonstrated its worth in Shortridge plastics classes

Girls keep up with boys in my shop classes because **DELTA TOOLS** ARE SO EASY TO OPERATE...

— says Mr. Gordon Johnson, Industrial Arts Instructor,
Shortridge High School, Indianapolis, Indiana

Shortridge High School has gained an enviable reputation with its shop work in plastics, and Mr. Johnson gives a large share of the credit to the Delta Power Tools with which his shop is equipped. Items made by Shortridge students won "First" and "Second" and four honorable mentions in the Plasticraft division of the National Industrial Arts competition, sponsored by the Ford Motor Co.—and have been on display at the Museum of Science and Industry in Chicago.

Only about three years ago, hardly a student at Shortridge knew of Plasticraft. Aggressive Mr. Johnson started the ball rolling with a \$25.00 investment in plastics, and a Delta Scroll Saw installed in the industrial arts shop. As interest in Plasticraft grew from one class, to eight periods of instruction, a Delta Lathe and a Delta Drill Press were added.

"A great many people don't realize it," stated Mr. Johnson, "but girls are just as keen about shop-work as are boys. Because Delta Tools are so easy to operate, the girls step right up and saw, bore and turn to keep right up with the boys."

Whether your classes are in plastics, woodworking or metal working, you, too, will find that for ease of operation, built-in accuracy, safety and quality construction, Delta tools are your best investment. Ask your Delta dealer for complete information today.

DELTA QUALITY POWER TOOLS
Another Product by **Rockwell**



DELTA POWER TOOL DIVISION, ROCKWELL MANUFACTURING CO.,
406C North Lexington Avenue—Pittsburgh 8, Pennsylvania.

- ☐ Send me the name of the nearest Delta dealer.
☐ Send me the "Power Tool Instructor" regularly.

Name _____
Position _____
School _____
Address _____
City _____ Zone _____ State _____

Read this helpful, interesting magazine published for school shops—the

POWER TOOL INSTRUCTOR

Four times a year *Free on Request!*

made to outlast any school... cut maintenance too!



In times like these it's just good business to take a second long look when selecting windows for your school buildings.

Cost, of course, is a factor, but the WAY cost is figured is the important thing.

How long will the windows last?

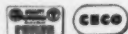
What about maintenance?

Those two questions are keys to better buying and here Ceco-Sterling Aluminum Double-Hung Windows win on both counts. Made of ageless aluminum, they give rugged life-time service . . . will outlast any school . . . won't rust, rot, warp, or swell . . . provide the tightest weather seal ever.

When it comes to maintenance Ceco-Sterling Aluminum Windows deliver a plus value.

No painting is necessary and cleaning

is a mere matter of wiping.



CECO STEEL PRODUCTS CORPORATION

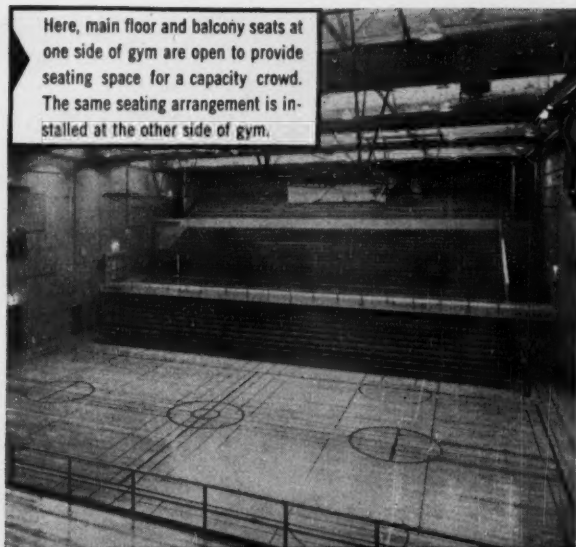
Offices, warehouses and fabricating plants in principal cities
General Offices: 5601 W. 26th St., Chicago 50, Illinois



Here is Ceco-Sterling **Double-Hung** Aluminum Window, series 200-B

*In construction products
CECO ENGINEERING
makes the big difference*

Here, main floor and balcony seats at one side of gym are open to provide seating space for a capacity crowd. The same seating arrangement is installed at the other side of gym.



HOW TO SEAT MORE PEOPLE IN LESS SPACE

The two pictures at the left are only one of thousands of examples showing how tremendous savings in building costs can be achieved through the use of Medart Telescopic Gym Seats.*

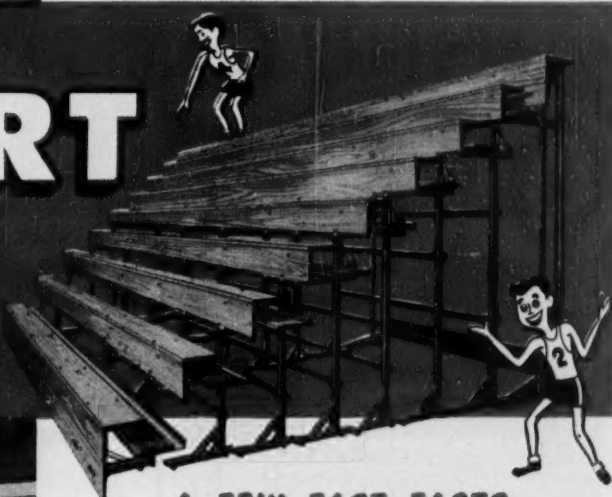
In open position they provide adequate comfortable and safe seating for capacity admission-paying audiences. In closed position they "recover" virtually every square foot of floor area for normal daily use. Thus Medart Seats are the ideal solution to the problem of constructing a limited-budget gymnasium that will seat thousands of spectators but which need be only slightly larger than one with no seating at all!

Medart Seats avoid the costly wasted space required for permanent seating. A smaller building means less heating, less maintenance, less of all other expenses incidental to the upkeep of a larger structure.

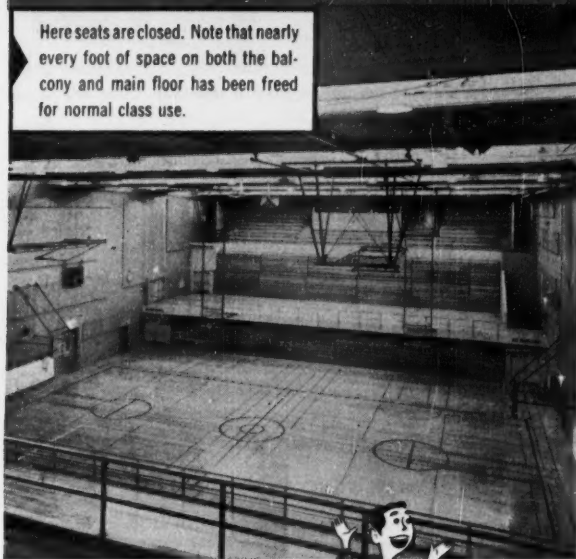
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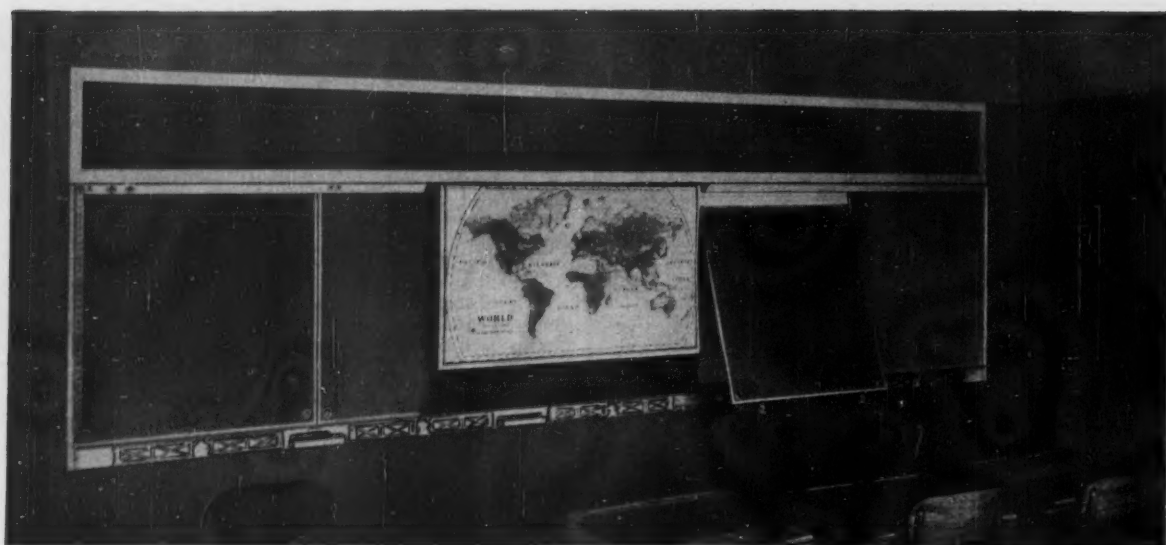
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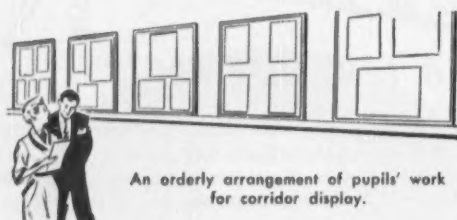
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Looking Forward

Dorothy Thompson, Again

IT IS not my desire," writes Columnist Dorothy Thompson in the February number of the *Ladies' Home Journal*, "to contribute more heat to this discussion," referring to what she calls the "acrimonious debate" about the public schools as they are at present. Miss Thompson then airs her prejudices with as much honest neutrality as a Russian presenting a peace proposal.

Her "unheated" assumption is the accusation that "there is, and has for a long time been, deep dissatisfaction with our public schools." She attributes to unnamed teachers such comments as: "Popular education has deteriorated." Again failing to name the individual being quoted, she states, "A man whose name is known on two continents recently said to me, 'The students we are getting from the high schools are pulling down all the standards of university education.'"

As an illustration, she insists that our "high schools or junior college graduates, unless especially brilliant and self-taught, or specially prepared, could not pass the entrance examinations of Oxford, Cambridge or any great continental university." Miss Thompson does not explain whether she wishes this country to emulate the social and political philosophies of the Old World, yet many of Europe's difficulties today stem from its programs of education.

Miss Thompson doesn't want school children today to discuss current issues and social problems. "In my opinion," she says, "far too much attention is given to discussions of current affairs that result in opinionated views by youngsters who have no background for any valid judgment and who therefore merely echo the opinions of their teachers." Referring to an incident in which the subject of federal price and wage controls was used as a topic for written work in an English class, Miss Thompson comments, "Nor can I imagine why such themes should be introduced into a class presumably to teach English."

Miss Thompson clinches her indictment by extolling the achievements of the late Sinclair Lewis, whom she married in 1928 as her second husband and later divorced. She recalls with much nostalgia the report cards and high school papers of Sinclair Lewis that she found in a box of forgotten papers in an attic two summers ago. She writes, "I was amazed at what an American child [Sinclair Lewis] nearly sixty years ago was taught—and learned—in elementary school. . . . Characteristic of this older form of education was its avoidance of the transient and currently controversial."

The only solution Miss Thompson seems to offer for the shortcomings of public education today is to return to the content and methods of schools sixty years ago.

On one point we heartily agree with Miss Thompson—her plea for "careful, unheated reconsideration of public education" . . . a description that in no way applies to her article in the *Ladies' Home Journal*.

Rugged Road for Conant

OUTSPOKEN James B. Conant, who resigned as president of Harvard University to become high commissioner for Germany, deserves more than merely the best wishes of education as he takes over his new post. Whatever Dr. Conant will attempt to do in and for Germany, he cannot accomplish it in any great degree without the wide understanding and wholehearted support of the American people.

Ironically, Dr. Conant assumes leadership in a nation that has paid dearly for the kind of educational structure against which he has warned so courageously in this country. Germany has been almost the perfect example of the disunity and intolerance that develops when virtually all of its tax-supported schools are church controlled.

Dr. Conant's nomination to the post in Germany was opposed by some groups here partly because of his staunch defense of academic freedom and partly because of his firm stand for separation of church and state. The influence of these same groups undoubtedly will precede Dr. Conant to Germany and will make the going rather rugged, but we can expect from Dr. Conant both a penetrating report on the conditions as he finds them in Germany and a clear-cut program of action, because now an educator and not a politician or a career diplomat is the high commissioner. In return, Dr. Conant can rightfully expect from this nation, and especially from educators, an attentive ear and active support if they can conscientiously endorse his program.

Turmoil in Los Angeles

AS IF directed to the Los Angeles Board of Education, a recent statement by the Educational Policies Commission of the N.E.A. and A.A.S.A. insists that teaching about the United Nations and UNESCO "is an obligation resting upon all public schools in the United States."

On January 19, the Los Angeles board had officially directed that "there shall be no official or unofficial

UNESCO program in the Los Angeles city schools, and the UNESCO chairmanships and central advisory committee shall be abolished."

The Los Angeles board defends its action by protesting that UNESCO was being presented too "sympathetically."

This issue was clearly defined by the *Washington Post* in its comments at the time the Los Angeles board barred from use in the classroom a special publication, "The 'E' in UNESCO." This instructional material had been prepared under the general direction of the superintendent, Alexander J. Stoddard, who at that time was a member of the U.S. National Commission for UNESCO.

Referring to this text material, the *Washington Post* commented: "The board decided that the document was sympathetic toward UNESCO, and hence not objective. It explained that there was no opposition to giving unbiased instruction in the meaning of the organization any more than there would be in giving unbiased instruction in the meaning of communism. 'We must teach our children about UNESCO and the United Nations as part of current history,' Harry Hillman, a board member, said. 'I don't rank it with communism, but it must be taught in the manner our students are taught about communism—factually and with no advocacy thereof.' This is the same United Nations that has been called the cornerstone of American foreign policy—the same organization whose charter was ratified in the United States Senate by a vote of 89 to 2. Yet it must be studied with the same skeptical view that communism is studied!"

The "whereases" in the resolutions adopted by the Los Angeles Board of Education on January 19 are presumptive and untenable if applied to worldwide agencies in which the United States is an official member and active participant. By implication, the board asserts the United Nations and UNESCO are "at variance with, or opposed to," the government of the United States and that "these ideologies" are "undermining the patriotism for, and the belief in," our government.

Hugh C. Willett, chairman of the board's committee that made a special study of the problem, maintains that the board's new policy is a de-emphasized version of its human relations and spiritual values program.

In written policies, at least, the board stipulates:

"Schools may provide opportunities for the factual study and impartial discussion of the history, organization, purposes, activities, achievements and weaknesses of the United Nations and its agencies.

"Extracurricular activities will be allowed as long as no attempt is made to make them the instruments for advocating or opposing certain social, economic, political or governmental philosophies."

"Teachers must not give undue emphasis to the United Nations or stretch it out of proportion to its significance in the educational program as a whole."

In spite of these declarations of "impartiality," the net result of the entire fiasco is an intimidating effect upon any attempt to impart to Los Angeles school children an appreciation of how deeply the future of this nation is affected by world relationships. "The 'E' in UNESCO" is a commendable document, dealing with facts and technics

of human relations and world understanding far beyond the limited connotation of its title.

Although it professes to have taken a middle of the road policy, the Los Angeles board actually has yielded to pressure groups that are militant isolationists.

Meantime, the turmoil in Los Angeles proposes a problem of policy for other school districts. A realistic review of attempts at worldwide cooperation with other nations reveals mistakes and shortcomings. The E.P.C. statement faces this fact squarely: "The past seven years' disappointing record in international cooperation is attributable in part, perhaps, to the defects and errors of international organizations. Certainly, mistakes have been made. Policies have sometimes seemed inconsistent, action has on occasion been forestalled by considerations of political expediency, some faulty appointments have been made to the secretariats of the international agencies, and opportunities have been missed."

But, advises the E.P.C., "such shortcomings need not obscure the long-range purposes to which the United Nations and its specialized agencies are devoted. They should not lead us to destroy the only machinery for worldwide cooperation that is presently available."

Worldwide agencies for more effective communication between nations are as inevitable as was the development of nations following the feudal ages. Generations to come will look upon the Los Angeles action with pity and regret.

Eisenhower's Farewell

IN HIS farewell speech to the faculty of Columbia University, President Dwight D. Eisenhower paid tribute to the "great and vast body of teachers" as "the very foundation, the real refuge and bulwark of democracy and freedom in our country. . . . No man with a defensive gun in his hand can possibly be more important than the teacher who is leading, training and explaining to the sound minds that must be the leaders of America.

"This is not to say that there may not be people among us, in any body or group, that are false to the doctrines, to the basic principles in which we believe," continued the President, but "if they are sworn enemies of our system, if they believe in its destruction by force, then I know of no one who will be more anxious than the true teacher to get rid of them.

"So definitely do I believe in this function, in this great and noble mission of the teacher, that in preparing my inaugural address, I tried to say, in speaking of the American system, that if we preach with conviction and teach with integrity, we have a true defense against communism."

Quotable

RESPONSIBLE teachers, administrators and parents picture the world as one in which we are trying not to get ahead of each other but to get ahead *with* each other.—EDGAR DALE, research associate and professor of education, Ohio State University.

The Editor

The NATION'S SCHOOLS



AERIAL VIEW, OAK RIDGE, TENN.

What schools are like in the **ATOMIC CITY**

ARRANGE for some good schools." This was all that was said in the curt army order which was issued to a new school superintendent in eastern Tennessee in the summer of 1943.

A few months before the order was issued the 60,000 acres of Roane and Anderson counties were given over to peacefully grazing cows, weather-beaten farmhouses and a ridge and valley section of crossroad stores and country schools. Then hordes of workers poured into the pastoral section to drive away the cows, transplant the farmers, and root up the red, raw earth with bulldozers.

A city was rising as if by magic. Prefabricated flat-top houses rose like umbrellas during a sudden shower at a football game. More than 100,000 Americans labored the clock around, crowding into slumbering Clinton, the county seat, turning the village into a teeming Broadway. They taxed the capacity of Knoxville; they crowded into Oliver Springs, Harriman, Lake City, and Lenoir City.

The magic of Oak Ridge in those early weeks was matched only by its mystery. Fifteen thousand trailers were towed in; guards stood at their posts on all roads leading into the new city. Dormitories, newly erected, swarmed with workers, and it was all a secret.

Reported by Reef Waldrep, education editor, public schools, Oak Ridge, Tenn., in cooperation with Hilary D. Parker, superintendent at Oak Ridge; Bertis E. Capehart, assistant superintendent in charge of instruction; Dexter Jeffords, assistant superintendent in charge of business affairs, and Earl F. Strohbehn, director of audio-visual education.

It was big, it was important, and it was mysterious. Only Hiroshima was to lift the veil of secrecy and expose Oak Ridge to the world.

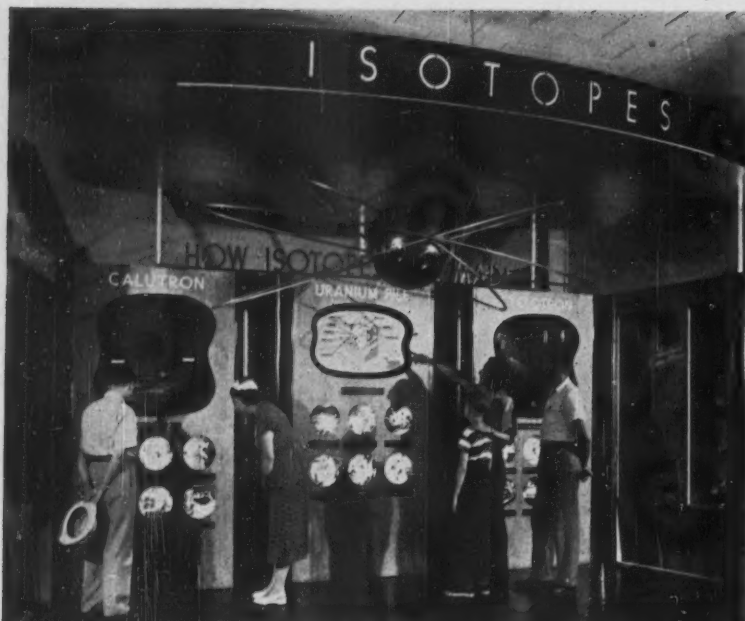
Here was an educator's dream job. No traditions, no old buildings, no entrenched, self-satisfied teachers or administrators, no vested interests with axes to grind at the expense of school children. Here, too, for better or worse, was a school system without a school board. The new school superintendent, A. H. Blankenship, recognized that the challenge was the same as the challenge in every city in America—provide good schools—but the environment for those schools was unique, and the time element was pressing: Schools must open in the fall of 1943. Oak Ridge was later to be characterized as a town with a "confusion of creativeness," and this characteristic was in evidence from the beginning.

What kind of school system would professional educators build? This question may be answered partly by the experience of Oak Ridge, with its absence of a legal lay board of control.

The most startling characteristic of the Oak Ridge schools after nine years' operation is that even without a board of education they represent expression of the public will much more than is customarily true. A recent example is the activity of the parents advisory council in the selection of a new superintendent.

The council members outlined the criteria they thought should be used in selecting a new superintendent. Seventeen men applied. This number was reduced to five, and a special committee of the council reviewed the credentials of the candidates, interviewed them, and made a recommendation to the complete council. After one candidate was unanimously endorsed by the council, his name was presented to the Office of Community Affairs. The council's recommended candidate was given the position.

In few cities are the school facilities used as extensively as they are in Oak Ridge. Limited by war-time restrictions on travel and their additional isolation within Oak Ridge because of the atomic energy research



First four photos, courtesy Atomic Energy Commission

Top: Atomic Energy Commission Museum at Oak Ridge. Center: One of the first elementary schools built at Oak Ridge. Below: A new high school.

project, Oak Ridgers in the earliest days of the city jammed the schoolrooms and auditorium for many activities. The little army paper in the early days of the project announced that Oak Ridgers in schoolrooms were busy with archery, bird watching, basketball, badminton, bathing beauties, boy scouts, choral club, D.A.R., girl scouts, civil air patrol, gun club, and other activities. Recently the superintendent said that in a short period of time school facilities have been booked 21,000 times by churches, clubs, music organizations, dog shows, dancing groups, drama groups, art groups, glass blowers, voters and film societies.

The key to the Oak Ridge schools seems to be the modern philosophy of education of its leaders—teachers and lay citizens, through real democratic processes, getting the job done. Oak Ridge today produces results from its Twentieth Century philosophy of education in just as real a sense as U-235 is produced in the plant. The army is gone; men and women still live in government owned houses, and the Atomic Energy Commission is still in charge, but mothers and fathers in Oak Ridge are concerned primarily with two things—they want to own their own homes, and they want the school system to stay as good as it is.

What kind of school system is it that they want to keep? It is an alive, vibrant, well planned school system. It isn't gold plated; the school budget, as in other communities, has not kept pace with the rising cost of maintaining a school system. The buildings look a little shaggy except for two new elementary schools and a new high school. Citizens of Oak Ridge take part in the affairs of their schools even though they elect no board of education. Each schoolroom in Oak Ridge feels the power of "mom."

P.T.A.'s thrive and live with vigor. Parents serve in parent-teacher workshop groups and work on child



study and school organization. They wrestle with the problem of reporting. At Pine Valley the "A," "B," "C" question of reporting came up, and soon mothers and fathers were carrying the ball in the study groups that resulted. At Cedar Hill the learned men from the atomic plant came in to sit on a panel to discuss education for children. They have participated in decisions regarding school boundaries. Parent conferences are routine in reporting pupil progress in early grades.

It has been said that there are "50 teachers to the classroom" because parents come to school with their skills, talents, hobbies and experiences to work with children. Maybe they'll bring a homing pigeon or come at night to build a "house" in a room or to build playground equipment. They've landscaped school grounds. Scarcely a field trip takes place without parent-teacher-pupil planning in advance.

A parents advisory council was formed early to perform some of the functions of a board of education but without the legal responsibility. It is significant that although the Oak Ridge schools have always been operated under army or Atomic Energy Commission sanction, the Oak Ridge educators have always worked toward the highest possible level of citizen participation in the schools. Such citizen participation is encouraged not because jobs depend on it but because education thereby becomes better for all school children in the community.

Teachers in Oak Ridge have been drawn from virtually every state in the union. In the beginning, Dr. Blankenship visited college and university campuses in the hope of finding teachers who could help build the kind of school program that modern educational theory believes to be sound. He had little to offer save mystery and a chance to build good schools. Oak Ridge salaries have never been high. In fact, the army, at first, wanted him to hire his staff at the standard Tennessee rate—\$900 per year—but he managed to offer \$1900 to teachers with bachelor degrees and

Right: When these youngsters went on a trip to a farm, the audio-visual director took this picture. He made prints to be used as covers of reports sent to parents of each child in the class.



Above: Scientific careers begin young. **Right:** During a "sharing session" of a systemwide workshop meeting, students help explain to other teachers simple devices they and their teachers have found useful in studying scientific principles.





A cadet teacher from the University of Tennessee demonstrates how to pitch. Student teachers gain off-campus experience in Oak Ridge schools.

\$60 per year for each year of experience up through three years. He could promise no expensive, well built schools, only temporary buildings that were clean, attractive and functional.

Hilary Parker, now superintendent of schools at Oak Ridge, remembers how, as a principal in the early Forties, he worked with grade teachers from nearly forty states. Even in those hectic days when things were happening fast (ground was broken on August 16 for occupancy of the building on October 4), there was launched the in-service workshop training program. The teachers mapped the way with a thick teachers' "guide to teaching." They worked through educational objectives, philosophy, technics and suggested activities. They did it in the problem-solving way, through discussion and evaluation. The administrators sought to drive home the attitude that the worth and integrity of the individual teacher are indispensable, that responsibility brings our leadership.

Workshops were built around problems, interests and needs, with teachers naming the problems and selecting their groups. In 1952 the revised administrative policy handbook said, "Teachers may go as far as they like into research or experiment on problems in which they are interested." The people in Oak Ridge recognize the importance of research in all areas of modern day living. In workshops teachers exchange ideas, build profes-

sional confidence, and assume responsibility. Administrators know, too, that democratic teaching is produced by such processes and that democratic teachers direct democratic classrooms. "Know-how" is dispersed through teacher publications and the staff bulletin.

But modern education isn't done alone through workshop and in-service activities. The teacher must be in the policy making. Here is the place for the administrative council. Once every month a teacher representative from each school reports to the ad-

ministration building. He was elected by his faculty to sit with his principal, the superintendent, and the main office staff of administrators. There, the systemwide policy comes under fire. Council members have an opportunity to advise, to recommend, and to evaluate. They may tackle the school calendar. They may assist with workshop plans. They may serve on vital committees and report back to the individual school faculties. Democratic controls don't end there, for the administrative staff meets with the superintendent to deal with administrative matters and discuss their execution.

Supervision of instruction is accomplished without supervisors. Instead of employing supervisors for grade levels or by subject-matter interest group, the Oak Ridge schools have developed a system of cooperative supervision and consultant services. Supervision in Oak Ridge is based on the theory that teachers can co-operatively arrive at methods and technics of teaching. The responsibility of administrators, then, is not to hire supervisors but to provide adequate consultant service on a regular basis in the school system.

This means that an adequate staff and a wide variety of materials are necessary in the field of audio-visual aids to instruction. This means that guidance and psychological counseling services must be widely devel-



Oak Ridge school children learn arithmetic by operating a store

oped for use by teachers in understanding individual pupils. This means that a library of the size found in most thousand-pupil high schools must be established solely for professional books and magazines for teachers. This means that professional leadership can come from the local educational association made up of all teachers and administrators in the school system. This means that the business department of the schools has as its chief function a determination of cooperative budget procedures and purchasing in line with the child's best interests.

An audio-visual office has been established, and a file of films has been built; this office was coordinated with the school audio-visual committees. Teachers built a children's museum in the administration building with no financial aid from the district. They spent their nights building a materials bureau bulging with files, exhibits, models and specimens. Workshop groups devoted to all phases of audio-visual education were formed. Home built materials came from creative teachers. Radio programs originating in classrooms were heard on two local stations. The audio-visual director went to classrooms with his camera and accompanied field trips with teachers to record pictorially the experiences of the children. For \$1.90 per pupil the audio-visual department in Oak Ridge supplies equipment, material and an adequate staff, as well as the locally owned filmstrip library.

CHALLENGE FOR STUDY

A well staffed guidance department was established in 1947. Teachers had already developed community folders on each child in Oak Ridge, but the guidance department challenged further child study. The area of teacher morale and what teachers expected of the administrators were considered. Studies were made of the fluctuating population, pupil accounting, school census, and articulation between elementary school, junior high school and high school.

From the beginning, a psychologist was at work in the Oak Ridge schools. A local service club helped to set up a sight-saving room at Cedar Hill School, and there the partially sighted pupils were helped with special equipment and devices to carry on as nearly a normal school life with their fellow students as possible. At Highland View School, a room takes care of the mentally slow—those with IQ's testing be-



Many "college requirement" courses are prevocational for those enrolled. A practicing engineer demonstrates trigonometry to students.

tween 25 and 60. Speech and hearing specialists keep close check on pupils and offer corrective measures. Visiting teachers and junior and senior high counselors work under the direction of the guidance office and the supervising building principal.

The master school budget is itself a cooperative affair. But in the schools themselves teachers work on a budget, too. They work on a budget closest to themselves and to their children. Money is allocated to the schools for instruction, and in the schools money is allocated again. At Oak Ridge High School, for example, the core teachers gather together to look at their budget. They know a specific sum is available, and they set out to pull the greatest amount of instructional benefit from it by putting it into books, films, records, and other supplies and materials. The assistant superintendent in charge of business affairs states that there is less educational waste when the actual allocation of funds, particularly for instruction, is made by the user. Teachers make their requisitions with the understanding that all needs must be met in terms of good, systemwide economy. Teacher determined budget allowances encourage experimentation by all teachers with new types of instructional material and they give each school a feeling of self-sufficiency.

The Oak Ridge Education Association has 100 per cent membership among school personnel in the city. With its \$25 per person dues the

association helps in orientation of new teachers and provides programs for the community in ballet, music and drama, and its committees work with insurance problems, ethical practices, salary and international relations.

ATOMIC AGE EDUCATION

Oak Ridgers believe that the democratic procedures which govern the operation of the local schools are a reflection of atomic-age education. And they further believe that the democratic ideals so evident in the school system have touched off chain reactions throughout the communities in surrounding areas. They are proud of their teacher sponsored in-service workshop, their administrative council, their cooperative budget making procedures, their group policy decisions, their child-minded staff, their guidance department, their audio-visual aids—all the democratic, self-sustaining machinery.

They believe that the school which sank its roots in the community and took its guidance from the needs of boys and girls—without a legal board of education and without a democratically elected city government—has always nourished and drawn its strength from American democracy and has done its best to put modern education to work. Modern education means American democracy practiced in the classroom, on the playground, in the principal's office, and in the central administration building.

The people of Schenectady speak:

"RESTORE THOSE CUTS IN OUR SCHOOL BUDGET"

JOHN MORAN

Director of Public Relations
Public Schools, Schenectady, N.Y.

CITIZENS ask budget cut be restored. . . . More funds allocated for plant expansion and maintenance."

This is what happened in Schenectady, N.Y., when the people were encouraged to take an active part in budget making for the schools. The increased feeling of community responsibility for financing education has helped to chart the schools in terms of what the people want. Here's the story:

The public hearing on the budget, conducted by the board of education early in the school year, was the most successful ever presented by any tax levying body in the city.

Success of the hearing was measured by:

1. Largest attendance (between 500 and 600) not only for public hearings on the school budget but for any budgetary hearing by any local taxing body in Schenectady.

2. Seriousness of purpose which marked every presentation from the floor.

3. Constructive criticism.

An unusual feature of the hearing, and one that apparently helped to build attendance, was a radio broadcast of the full proceedings direct from the auditorium. The uninterrupted broadcast, carried by WSNY,

Schenectady, ran for the full length of the hearing—3 hours, 10 minutes. It was the first such broadcast by any local tax levying body in the city's history.

Attendance was more than five times that of the previous year, despite the fact that the hearing was on Thursday night, "shoppers night" in Schenectady, when department stores are open until 9 p.m., and despite severe competition from television's Thursday night attractions.

Of a total of 36 persons who made statements from the floor at this year's hearing—compared to 10 in 1951—all but three expressed approval of the budget "as is" or recommended increased services and expenditures for 1953.

STEPS TOWARD SUCCESS

Several steps taken this year, previously neglected, are believed to account for the sharply increased attendance and for the almost 100 per cent acceptance of the budget voiced by the citizens who spoke.

Among them were:

1. A series of four public meetings at which the board reviewed the proposed budget, item by item, with interested persons from the community. All board meetings are open,

but a special effort, through the press and through personal contact, was made to encourage a turnout at these sessions. They were in the nature of preliminary public hearings.

2. Explanation of details of the \$4,930,326 proposed budget at 12 neighborhood meetings by the recently formed Schenectady Citizens Committee for the Public Schools. A member of the school administration was present at each session to answer questions. Each presentation was illustrated with colored charts showing a complete breakdown of expenditures and with a set of 32 slides specially prepared for this use.

3. Distribution of 10,000 copies of a pictorial brochure entitled "Your Investment in Their Future" designed to translate budgetary figures into child values. Most slides used in the neighborhood meetings also were designed with this thought.

4. An increased effort to publicize the hearing and the review sessions that preceded it. This was aided measurably by newspaper stories and spot announcements on the radio in connection with the unprecedented broadcast. Normally it is difficult to get much press notice of a radio activity ("competing medium"), but in this instance the broadcast was indeed considered "news."

A major change in procedure at the hearing itself was an opening statement on behalf of the board by one of its members. At the 1951 hearing no effort was made to "sell" the budget, no explanation was given of the over-all picture or of any details except in a brief review statement at the conclusion of the meeting. This time we had both an opening statement and a summary.

The board went before the people only five months after suffering a resounding defeat at the polls when the electorate of the district turned down school financial referendums by a vote of more than 5 to 1.

Issues were (1) an increase in the school tax limit and (2) the floating of bonds to finance new elementary school buildings. Although less than one-third of eligible voters bothered to go to the polls, some groups within the community and at least one board member viewed the results as a "mandate" to hold 1953 school expenditures to the 1952 level.

The outlook for 1953, however, had to take into account unavoidable increases in the area of "fixed charges"

The local newspaper ran several stories about the hearing and the broadcast of it.

—pension and retirement payments, liability insurance, cost of fuel and power, salary increments, and an entirely new expenditure for debt service on two new schools.

To provide for these and still keep expenditures and the 1953 school tax rate to the 1952 level would have meant severe curtailment of the school program.

Trying to steer a middle course, the board adopted a tentative budget providing for the necessary increases and keeping the day school program intact. Yet it was an economy budget representing only minimum needs for school books and supplies, cutting adult education services, and failing to allocate fully for maintenance of an old and deteriorating physical plant. It proposed a 1953 school tax rate of \$16.83 against \$15.45 per thousand dollars' assessed valuation in 1952.

Organized opposition was expected to show itself at the public hearing, and it did. A speaker for the United Council of Taxpayers and Homeowners berated the board for "failure to provide necessary information" and for presenting a budget that "does not represent a sincere effort to seek out possible economies."

The budget that he attacked as failing to provide necessary information had been made public in a mimeographed volume containing 283 pages, weighing $2\frac{1}{2}$ pounds, and listing, among other costs, the salaries of each of the approximately 800 employees of the school district.

Another speaker, representing only himself, criticized the board's method of raising money for school expenditures, which in Schenectady is through a tax on local real estate. A third raised a question about an apparent increase explained elsewhere as a bookkeeping change.

Surprise of the meeting was that these were the only speakers of the 36 making statements who opposed the budget or any part of it as being too heavy a burden upon Schenectady taxpayers.

An even greater surprise was that so many of the speakers urged increased expenditures. The board, remembering defeat of the school pro-



posals half a year ago, hadn't expected anything like this. Calling for a budget more closely attuned to school needs, one speaker declared of the tentative estimates: "This is the beginning of marginal education in Schenectady!" And speaker after speaker echoed that point of view.

A man who said he had recently moved into the city declared he was thinking seriously of moving out again unless the community showed itself willing to support its schools.

"INTELLECTUAL BANKRUPTCY"

A Schenectady minister told the meeting, "We may economize our way into intellectual bankruptcy." A trade unionist, speaking against cuts in adult education, appealed for "more adult education, not less." A member of the citizens committee warned, "We are not facing up to the fact that we must replace and repair our physical plant. We have more children to take care of, and the situation grows more critical every year." A former Schenectady mayor pleaded for an expansion of school playground facilities.

All statements from the floor were carried over the radio. A hand microphone was ready for the next speaker before the previous one had resumed his seat. Persons who listened to the

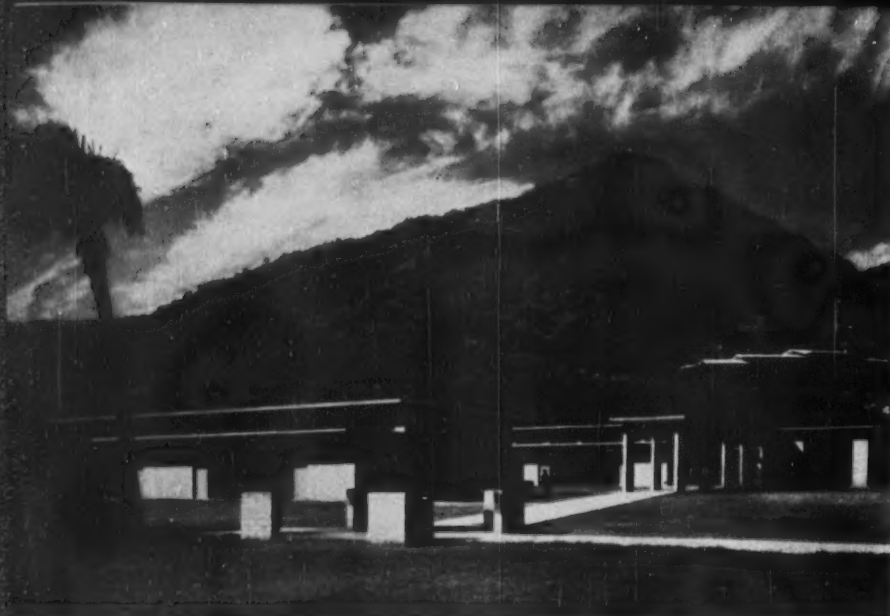
unusual broadcast said it was the closest thing to an old-time "town meeting" they'd ever heard on the air. Time for the broadcast was donated by the radio station as a public service.

Upshot of the hearing was that the board met the next night to restore the cuts it had made, allocate funds for expansion of a pitifully small junior high school playground, and boost the maintenance-of-plant item to almost double the preliminary estimate.

The people had spoken and in doing so had made it clear that they considered the previous defeat of school proposals no mandate for lower costs at the sacrifice of best possible standards for the education of their children.

The official budget for 1953 finally was set at \$5,005,261, with a school tax rate of \$17.23.

For a citizenry newly awakened to the seriousness of school financial problems, the budget study and the hearing demonstrated that such problems will not solve themselves, that the road ahead must be and will be charted on the basis of what the people want and say they want. For the board it showed that the people will speak out when the issues are understood even though this understanding may take a while to develop.



Impressions of the

HAWAIIAN

THEIR problems are modified duplicates of our own." This is the way I felt after spending nine weeks in Honolulu during the summer of 1952. During this period I taught for six weeks at the University of Hawaii, visited a number of public and private elementary and secondary schools, and had numerous contacts with staff members of the department of public instruction. In my classes at the university I had principals and teachers from each of the seven inhabited islands as well as a few visitors from mainland states.

Population trends in the islands have been comparable to the urban-rural changes in the States. The island of Oahu, on which Honolulu is located, has had a 34 per cent population increase within the last decade. The other islands, which are more extensively rural, have had a 15 to 20 per cent decrease in population. The total islands school population in 1950 was 55,000; this number, it is estimated, will rise to 97,000 by 1962, a 77 per cent increase, most of which will occur on Oahu.

Shortage of classrooms, shortage of funds for school buildings, and inadequate tax resources ring a familiar tune. The trend in school plant designing is the same as in the States. Larger, functionally designed classrooms, specially equipped centralized libraries, outdoor teaching areas, appropriate administrative offices, special service rooms, and lunchrooms are being incorporated into new one-story elementary schools. Functional designing is being given equal consideration for secondary schools.

Above: Typical classroom setup at new Aina Haina School, Honolulu. Outdoor classrooms were not yet hedged in. Top of page 51: Typical classroom building in same Hawaiian school.



Financial resources for current operation and capital outlay are more difficult to obtain in the islands than in mainland states. The chief products of the islands are agricultural—sugar, pineapple and coffee. Their production comprises the main industrial wealth in the islands. A few pineapple canneries and a dozen or more sugar mills do not make much industrial wealth as compared to steel mills, oil refineries, machinery-making fac-

tories, cotton mills, and so forth, in the States. Hawaii has no oil or gas wells, no mines of any kind, and no factories other than the few required for the initial stages of processing agricultural products. There is, of course, the usual array of small industry but not the large industrial and manufacturing plants that we are accustomed to seeing in the States. During the past biennium territorial revenues were obtained from the fol-

public schools of

ISLANDS

HENRY J. OTTO

Graduate Professor of Elementary Administration
and Curriculum, University of Texas



Left: Beginning teachers from mainland and University of Hawaii attend orientation session to learn about Territory of Hawaii from Edwin Bryan, acting director of the Bishop Museum.

lowing sources and in the amounts shown: gross income, \$20,000,000; compensation and dividends, \$10,000,000; fuel, \$5,000,000; corporation, \$4,500,000; personal income, \$1,600,000, and real property, \$11,000,000. Outside of sugar, pineapple and coffee, Hawaii does not produce for export. These several factors make the financing of public schools a bit difficult, especially at a time when swelling enrollments make the normal rate of

public school construction inadequate. Too, the shortage of properly qualified teachers is as acute as it is in the States. The problem of getting adequate salaries for teachers is similarly acute in spite of the fact that the territorial minimum salary schedule is nearly as high as the best state schedules. The Hawaiian schedule makes better provision for administrative positions at the local level than the typical schedule in the States.

Living costs are comparable, if not a little higher than in the States. Virtually all building materials must be imported; hence building costs and rents are not cheap.

Action for curriculum improvement is sought with eagerness by the educational leaders and teachers. From certain standpoints all of Hawaii functions as one school district, with the superintendent of public instruction serving in a fashion comparable to that of a city school superintendent and the staff of the department of public instruction functioning as a central administrative and supervisory staff. There are five district superintendents, one in each of the five most populated islands. There are no local superintendents, only principals of individual schools. All staff assignments to schools are made by the department of public instruction.

Curriculum revision and other school improvement projects are a bit difficult to germinate in the desired grass-roots soil of local communities because the schools are scattered over seven islands, inter-island passenger travel is almost entirely by air and hence most expensive, and the consultant staff of the department of public instruction is too small to serve the entire territory adequately.

Curriculum development at the secondary school level is complicated by the halo that persists among many lay leaders around certain long established private schools, particularly Punahou School. This private school has a commendable record of more than one hundred years as a college preparatory school. Many laymen, however,



Members of this Hawaiian lay advisory committee are two ministers, two personnel directors, a psychiatrist, two university professors, two housewives, a field supervisor, the vocational education director, a real estate man, the curriculum director, the editor of "Hawaii Educational Review," the secondary education director.



Photos, courtesy of Hawaii Department of Public Instruction

Here are Caucasians, Japanese, Chinese, Portuguese and part-Hawaiians.

do not realize that modern secondary schools must serve the needs of all youth and that an excellent secondary school today is one that has a diversified program designed to meet many needs. The merits of a modern secondary school cannot be determined by comparing it with a private school which aims only at preparation for

college. Parochial schools are numerous, and the programs of most of them are definitely geared toward college preparation, frequently in large classes of 50 or more pupils. Parochial schools with large pupil-teacher ratios cause some taxpayers to wonder why the public schools can't do equally well with larger class sizes.

The public school leaders are thus pressured from two sides, by those who desire a real modern secondary school and by those who hope that some day soon the public high school will become a high class single purpose college preparatory unit. In a sense this two-way pull is not so different from what we find in many communities in the States; it merely appears to be more acute in Honolulu.

The great majority of persons in Hawaii are eager for statehood at the earliest possible date. I cherish this desire with them. They are wonderful people. The many courtesies and kindnesses extended to us will be long remembered. The "Crossroads of the Pacific" are worth a real visit. When you go, be sure to stay long enough to get acquainted with the people.

Some guideposts for the

NEW SUPERINTENDENT

DONALD W. DUNNAN

Superintendent of Schools, Malone, N.Y.

WHEN a new superintendent is selected today, less than half the communities promote a man from within the local school system. The purpose of this article is to consider some of the guideposts and pitfalls of which the new superintendent from outside the community should be aware.

First of all, the new superintendent should realize that no persons in the community are as eager for him to succeed as are the members of the board of education. He is the hand-picked candidate of the board. His failure would be a reflection upon its judgment. One of the wisest things a new superintendent can do, even before he is elected for a position, is to inquire of the board just what the principal problems of the schools are, as the board of education sees them. This inquiry should be made at a board meeting, and the answers that are forthcoming should be carefully noted by the new superintendent, for here he will obtain answers free from prejudice and upon which a majority of the board agree.

Some opinions on operation and personnel in the schools may be revealed to the superintendent "off the record" by individual school board members as the superintendent meets them in various places from time to time. Here the wise new superintendent seasons well with salt and pepper, for if the matter were one upon which the entire board was in agreement and there were no individual aspects of prejudice pertaining to the matters disclosed, the information should have been forthcoming at a board meeting. Yet, to discount all of the "off the record" information that a superintendent may get from individual board members and persons in the community as he meets them in various situations during his first



The new superintendent might ask teachers to list changes that would be helpful to the system and then discuss the suggestions with them.

few months in office would be a mistake. Those who supply the information are, almost without exception, well intentioned, but they may also be prejudiced, so the superintendent had better proceed with caution.

WHAT IS BEST FOR STUDENTS

The new superintendent does well to talk over freely with the school board all of the problems that he sees in connection with his new position. However, he should take five or six months to get a careful look at every situation that he thinks is important before bringing it to the attention of the board. Some aspects of situations

are not immediately discernible. Perhaps no individual is fully free from prejudice, but the school superintendent should be especially careful in his effort to make his judgments and evaluations impartial. The only criterion that should ever be applied to any situation under consideration is, "What will be best for the boys and girls of this community?"

If the superintendent is to have an opportunity to discuss freely various problems of the schools with the members of the board, it is important that board meetings not be concerned with a multiplicity of minor detail involving the approval of bills and other

routine matters. This does not mean that the board should not be fully informed in regard to these aspects of the operation of the schools. A duplicated report of the business and routine aspects of school operation can be placed in the hands of board of education members four or five days in advance of board meetings. This will give the members an opportunity to acquaint themselves with the routine aspects of operation, and a half an hour more or less will be all that is required to approve the bills and other reports with which the board is rightly concerned. The more closely the superintendent of schools and members of the board of education are able to work together, the more they understand one another and their varying philosophies, the better the schools will be administered. And the new superintendent should make no mistake about it—to develop such rapport takes time.

RELATIONS WITH THE STAFF

The new superintendent is well advised if he assumes his new position with the attitude that all on the staff are just as eager for him to be successful in his new position as he himself is. Occasionally there may be individuals on the staff, who, for one reason or another, might hope that the new superintendent will stub his toe, but these people are so much in the minority that the superintendent's attitude should be one of expecting wholehearted cooperation.

One of the most effective technics employed by a new superintendent on the job is that of getting the staff members together as soon after his appointment as possible and telling them freely and frankly that he needs their advice and support.

One superintendent distributed to his new staff 3 by 5 inch file cards and asked them to write on these just what they expected of the new superintendent. The answers all fell into the following categories: (1) stimulating educational leadership, (2) an understanding of the problems of the teachers, (3) sympathy, (4) open-mindedness, (5) clear definition of problems, and (6) clear-cut and unequivocal answers to questions referred to him.

After considering all of these things that the teachers expected of the superintendent and pledging himself to do his best to meet them, the superintendent turned to the group and

said, "Now, is there any reason why I should not expect the same attitude on the part of every person on this staff?" The staff members were a little surprised at this turn of events but agreed unanimously that the superintendent certainly had the right to expect from each on the staff whatever the staff expected from him. The staff and superintendent were off on the right foot.

Another technic that has worked successfully when new superintendents have gone into strange situations is to distribute to each member of the staff 3 by 5 inch file cards and ask them to list thereon the three things that would be most helpful to the school system if it were possible to bring them about. The new superintendent is well advised to tabulate all of the returns, and any items that appear a sufficient number of times to show that there is some concerted feeling in regard to them should immediately be carefully investigated. If it is possible to make changes that will bring about an improvement in the situation, the sooner the superintendent takes care of these matters the better his relations with his staff will be. As the opportunity presents itself,



Don't swamp board with trivial reports.

the superintendent is well advised to discuss with individual members of the staff items that appear only once on the cards that he has had returned to him.

The superintendent who is wisely able to delegate responsibility to individuals, to encourage those on his staff who successfully deal with problems with which they are working, and to give to those on his staff adequate recognition for their accomplishments is smoothing the path for himself and improving the morale of those in the schools under his direction.

RELATIONS WITH PUPILS

It is important that the new superintendent be known to the pupils as soon after assuming his new position

as is possible. He should arrange to meet all of the pupils and speak briefly to them. It is not a bad idea to tell the pupils in the schools just what his job is. It is surprising the misconceptions that the pupils in the schools hold in regard to the duties and responsibilities of the superintendent. A ready smile and a friendly wave of the hand to boys and girls both in and out of school will go a long way toward establishing a pleasant relationship.

Some superintendents, old and new, seem to feel the necessity of having the burdens of their office so much with them that they appear so busy and preoccupied that pupils and teachers alike hesitate to speak to them as they travel through their schools.

RELATIONS WITH THE COMMUNITY

People are usually looking forward to the opportunity to meet the new superintendent. Often the superintendent is the highest paid public employe in the community. Few of the businesses or the industries of a community will employ as many as do the public schools. The budget for school support may be larger than that of any private enterprise. The man who is at the head of this community endeavor may exert a great influence on community mores. His community and social interests, his intellectual background, and his concern for school and community welfare are, in the minds of many, of considerable importance.

The new superintendent may expect to be widely quoted during the first few months after he takes office. For that reason the new man does well to avoid making verbal commitments until he has sufficient information at his disposal to be sure whereof he speaks.

The new superintendent may be invited to affiliate with various fraternal, social and service club organizations. Wise will be the new man who delays his choice of affiliations until he has had time to orient himself to his new position. Yet to fail to identify himself within a reasonable time with some of these groups will cut off avenues of communication that will prove helpful to him in promoting the welfare of the schools. Board members may guide the superintendent in connection with his choice of desirable community affiliations if he seeks the board's advice.

SWIFTLY COME and SWIFTLY GO

FRANCIS S. CHASE and ROBERT E. SWEITZER

Respectively, Director and Assistant to the Director of the Midwest Administration Center
Cooperative Program in Educational Administration

THE superintendent is responsible for improving the educational program of his school district. In order to bring about substantial educational progress he needs to exercise competent leadership over a period of several years. Yet in 12 Midwestern states more than one-fifth of the superintendents in 5753 school districts are new to their positions each school year.

This change in the superintendency of every fifth school system each year was revealed in a study made by the Midwest Administration Center of the Cooperative Program in Educational Administration at the University of Chicago. In order to get a picture of turnover, the following questions were raised:

What is the usual length of tenure of a superintendent in a position?

How many persons enter the superintendency each year? How many superintendents transfer from one district to another each year within a given state?

How many persons drop out of the superintendency within a given state each year?

HOW STUDY WAS MADE

In order to answer these questions, data were gathered from the state educational directories of Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin for the years 1939-40, 1940-41, 1948-49, 1949-50, 1950-51, and 1951-52.* Superintendents included in the studies were those persons so listed in state educational directories who were in public grade school and/or high school districts. The size of a school district was measured by the number of teachers employed during a given year.

*For a preliminary report on the findings up to 1951, see Mosier, Earl E., and Baker, John E.: *Midwestern Superintendents on the Move*, *The NATION'S SCHOOLS*, 49:44 (January) 1952.

To eliminate yearly fluctuations, data concerning size of district and the number of entrants and transfers were based on the average of the last three years. Data concerning tenure were based on the average of the last two years, and the data on drop-outs were based on only those superintendents who were drop-outs between 1950-51 and 1951-52. Because data concerning the tenure of superintendents were indicated in the state educational directories of only six states, the tenure study was limited to Illinois, Iowa, Kansas, Michigan, Missouri and Nebraska.

FEW TARRY IN SMALL DISTRICTS

Much has been said and done to encourage the improvement of the organization of school districts, but in the Midwest there is still an ineffective pattern of district organization. Two-thirds of the superintendents in 12 Midwestern states are in districts employing not more than 20 teachers. There are approximately the same number of superintendents in districts employing from one to five teachers as there are in districts employing more than 40 teachers. More than half of the superintendents in the Midwest head districts employing from six to 20 teachers.

The length of a superintendent's tenure is related directly to the size of the school district in which he works. During the last two years half of the 4384 superintendents in six Midwestern states had been in their positions less than three years, the average tenure being less than six years.

One-third of the superintendents in one to five teacher districts were serving the first year in their positions, while two-thirds of the superintendents in districts this size had been in their positions less than three years. In districts employing six to 20 teachers, 44 per cent of the superintendents

had been in their jobs less than three years. The superintendents in these low tenure districts, employing one to 20 teachers, comprised 71 per cent of the superintendents in these six states. Of the superintendents in districts employing more than 40 teachers, 54 per cent had at least six years' tenure of office, but these superintendents comprised only 13 per cent of the total number of superintendents in these six states. (See Fig. 1, Page 56.)

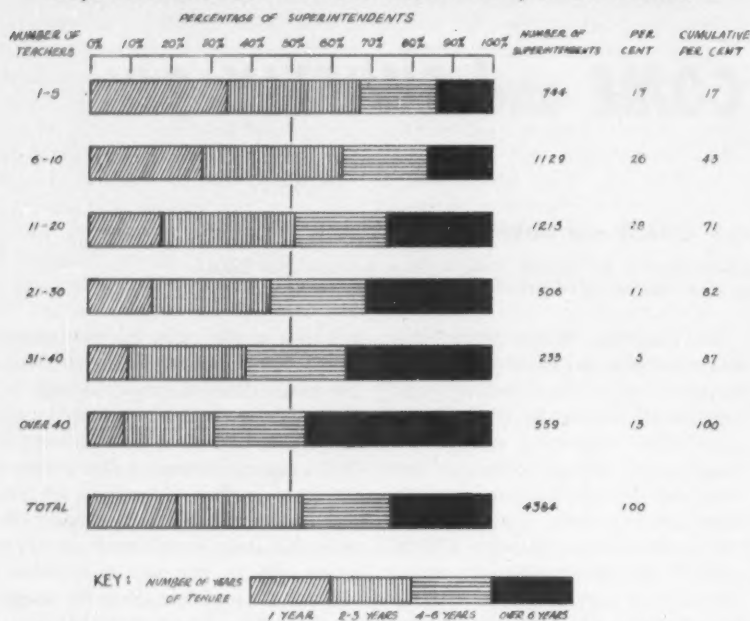
These data emphasize the direct relationship between small districts and high turnover in the superintendency. The tenure of office is likely to be short in small school districts and is likely to increase as the size of the district increases. The smaller the district the greater the proportion of superintendents who have less than three years' tenure; the larger the district the greater the proportion of superintendents who have more than six years' tenure. It may be argued that a high turnover in small districts is to be expected because persons entering the superintendency use such districts as a steppingstone to larger responsibilities, but comparison of the proportion of entrants to transfers does not reveal this as a major factor.

MORE ENTRANTS THAN TRANSFERS

The total changes occurring in the superintendency were studied in terms of entrants and transfers. Entrants were classified as those superintendents who were new in their job during any given year and who were not employed as superintendents in the same state the previous year. Those superintendents who were new in their job during any given year and who were employed as superintendents in some other district in the same state the previous year were called transfers. Total changes within a given year were the sum of entrants and transfers.

Nearly 60 per cent of the total changes in the superintendency within

Fig. 1—Length of Service in Present Position of Public School Superintendents in Six Midwestern States by Size of District*



*Percentages are based on the averages of the total number of superintendents for the years 1949-50, 1950-51 and 1951-52 in Illinois, Iowa, Kansas, Michigan, Missouri and Nebraska. Source: Official state educational directories for 1948-49, 1949-50, 1950-51 and 1951-52.

the 12 Midwestern states occurred in districts that employed fewer than 10 teachers. But only a fraction of these transferred to districts of significantly larger size. For school districts in each category the entrants exceeded the transfers. Data on entrants and transfers indicate that the number of opportunities for moving into larger districts was so small that few superintendents made such transfers.

One-fifth of the 5753 superintendents were new in their jobs, 14 per

cent being entrants and 7 per cent being intrastate transfers. Two-thirds of the total changes were entrants and one-third were transfers, with the proportion of transfers increasing with the size of district but remaining a minority of the total changes in districts of all sizes. Both entrants and transfers tended to decrease as the size of the school district increased. This tendency is shown in Figure 2. It is important to note that 43 per cent of the total changes were entrants into

districts employing not more than 10 teachers and that 14 per cent of the total changes were transfers into districts of this size.

PROGRESSION OF TRANSFERS

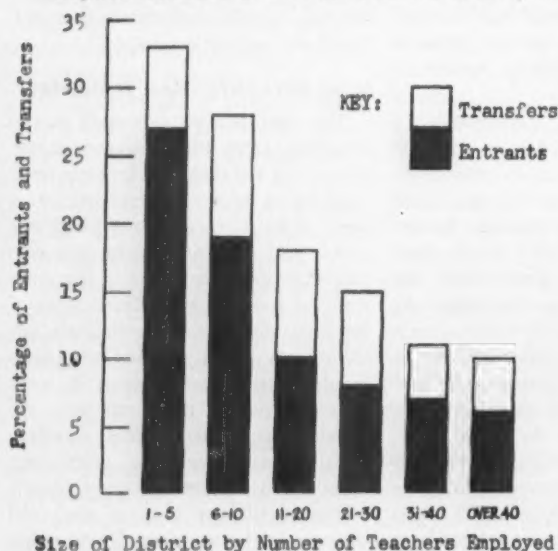
There is little likelihood that a superintendent in the 12 Midwestern states will make marked advancement in terms of size of district. Of the 5782 superintendents in this geographical area in 1951-52, only 441, or 8 per cent, were transfers. Of these 441 superintendents who made intrastate transfers between 1950-51 and 1951-52, only 6 per cent of them, or less than 0.5 per cent of the total 5782 superintendents, transferred to districts calling for supervisory responsibility for 23 or more additional teachers. Figure 3 shows that one-fourth moved to districts that employed eight or more additional teachers; one-fourth moved to districts that employed either the same number or one or two additional teachers, and one-fourth moved to districts that employed fewer teachers.

More than half of the transferring superintendents came from one to 10 teacher districts and transferred to districts that employed an average of three additional teachers. The greatest intrastate transfer took place among superintendents from districts that employed from six to 20 teachers, but these superintendents tended to move to districts that employed an average of only four additional teachers.

These data indicate that one of the factors directly related to the extent to which a superintendent moved to districts of increased responsibility was the size of the district in which he was employed. In most of the cases upward mobility in the profession was a slow and somewhat hazardous process.

In order to throw more light on the excess of entrants over transfers in all sizes of districts, an examination was made of those superintendents who were listed in a state educational directory for 1950-51 but were not listed as superintendents in the directory of the same state in 1951-52. Fourteen per cent, or 833, of the 5767 superintendents in the 12 Midwestern states in 1950-51 were no longer superintendents in the same state in 1951-52. How many of these drop-outs were interstate transfers is

Fig. 2—Percentage of Entrants and Transfers of Public School Superintendents in 12 Midwestern States by Size of District*



*Percentages are based upon the averages of the total number of school superintendents in each size district for the years 1949-50, 1950-51 and 1951-52 in Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin. Source: Official state educational directories for 1948-49, 1949-50, 1950-51 and 1951-52.

not known, but a sample check of three states revealed only one such case.

One-fifth of the superintendents who were in districts that employed not more than 10 teachers were drop-outs. This percentage of drop-outs decreased as the size of the district increased. Nearly two-thirds of the drop-outs were from one to 10 teacher districts while only 10 per cent were from districts that employed more than 30 teachers. A state-by-state comparison of drop-outs indicated that this pattern tended to be true for eight of the 12 states. Figure 4 illustrates this relationship between drop-outs and district size.

In order to discover the relationship of drop-outs to length of tenure, a study was made of drop-outs in the six states for which tenure data were available. Data revealed that the number of drop-outs was inversely related to length of tenure and district size.

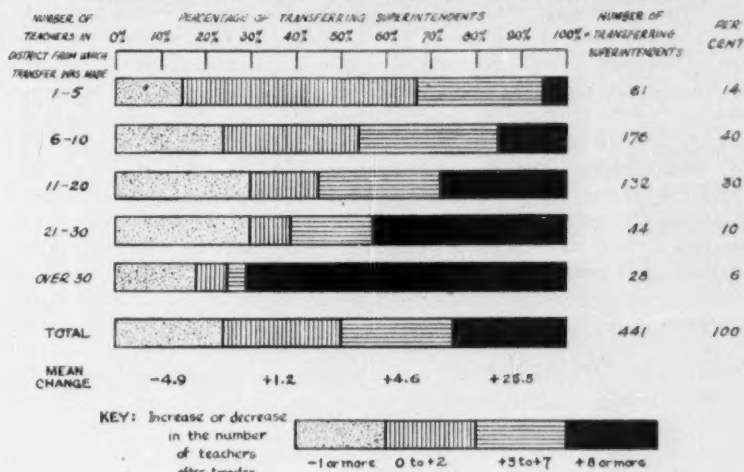
Retirement does not appear to account for many of the drop-outs in these six Midwestern states since nearly one-half of the drop-outs had from one to two years of tenure and two-thirds had from one to three years of tenure. Two-thirds of the drop-outs in these six states occurred among superintendents who were in from one to 10 teacher districts.

HOW MIDWEST STATES COMPARE

The rates of turnover, or annual changes, in the superintendency vary from state to state, but closer examination shows that the significant variation is by size of district rather than by states. For example, Ohio has the lowest turnover with an average of 10.9 per cent changes per year, while Nebraska has the highest turnover with an average of more than 27 per cent of changes per year. Yet this difference is accounted for chiefly by the fact that two-thirds of Nebraska's districts employ 10 or fewer teachers, while only 3.6 per cent of Ohio's districts are in this category. For districts employing 31 or more teachers, Nebraska's turnover is slightly lower than Ohio's. The turnover rates according to size of district, therefore, afford a fairer comparison.

In districts employing 10 or fewer teachers (excluding Indiana, Ohio and Wisconsin, which report fewer than 10 districts each in this category) Minnesota and North Dakota have the best records with annual turnover of about 22 per cent. Kansas has the highest

Fig. 3—Percentage of Superintendents Transferring in 12 Midwestern States Between 1950-51 and 1951-52



rate of turnover in this category with more than 40 per cent changes. Five other states have turnover rates above 30 per cent.

In districts employing 11 to 30 teachers, the lowest turnover is Ohio's 11 per cent, and the highest is Nebraska's 20 per cent. In districts employing 31 or more teachers, Iowa and Missouri set the best records with rates of change between 6 and 7 per cent, and Illinois, Indiana and Wisconsin made the poorest records with turnover rates of 12 per cent.

The figures on drop-outs tell much the same story. On one to 10 teacher districts, Minnesota makes the best showing with only 11 per cent leaving the superintendency last year. Iowa's record is nearly as good. At the other end of the scale are Kansas, with more than 43 per cent dropping out, followed by Illinois and Nebraska with 25 per cent. In the 11 to 30 teacher

districts, Ohio and Indiana have favorable records with less than 4 per cent dropping out, while Nebraska has the poorest record with 19 per cent. In districts employing 31 or more teachers, Minnesota had less than 3 per cent dropping out last year, while Ohio lost more than 17 per cent.

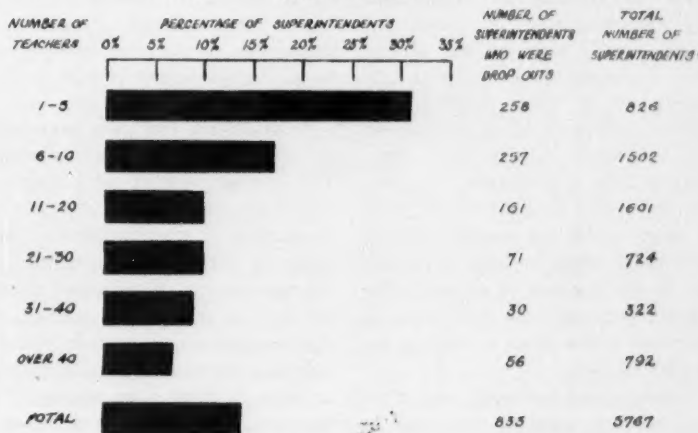
The examination of the superintendency in the Midwest in terms of tenure, entrants, transfers and drop-outs suggests these salient facts:

1. There are 5782 superintendents of schools in the 12 Midwestern states.

2. Two-fifths of these, or more than 2150, are in districts employing one to 10 teachers; more than three-fourths, or 4479, are in districts employing one to 30 teachers.

3. One-fifth, or about 1200, are serving their first year in their present districts, and one-seventh, or about 800, are serving their first year as superintendent anywhere.

Fig. 4—Percentage of the Total Number of Superintendents in 12 Midwestern States Who Were Drop-Outs Between 1950-51 and 1951-52



4. One-seventh, or about 800, drop out of the superintendency in a year.

5. The 40 per cent of superintendents in school districts with one to 10 teachers account for: 57 per cent of the total annual turnover; 64 per cent of those in the first year as superintendents; 62 per cent of those leaving the superintendency.

6. The 20 per cent of superintendents in districts with 31 or more teachers account for only 10 per cent of the annual turnover; 9 per cent of those in their first year as superintendents; 10 per cent of the drop-outs.

WHAT IMPLICATIONS EMERGE

These studies reveal that the turnover of superintendents in the Midwest has changed little in the last 10 years in spite of a great deal of talk and activity to improve educational administration. One positive aspect of the last 10 years was the 60 per cent decline in the Midwest in the number of districts that employed fewer than 11 teachers. But, in spite of district reorganization, the study revealed that, even in 1951-52, 37 per cent of districts were still in this category. For example, in Illinois 40 per cent of the superintendents were in consolidated districts in 1951-52. However, data showed that 32 per cent of the superintendents in these consolidated districts were in from one to five teacher districts, nearly half of them were in from one to 10 teacher districts, and only 14 per cent were in districts that employed more than 40 teachers. Examination revealed that 36 per cent of the from one to five teacher districts and 30 per cent of the from six to 10 teacher districts were consolidated districts.

Among the important findings and implications of the study are these:

1. Size of district is an important factor in stability of leadership. The median length of tenure increases directly with the size of district. A comparison of districts employing 10 or fewer teachers with districts employing 31 or more shows that the larger districts have three times as large a proportion of superintendents who have served six years or more, while the smaller districts have three times as large a proportion in the first year of service in the district; moreover, the proportion of drop-outs is five times as high in the smaller districts.

Continuity of leadership over a period of three years or more may be

said to be characteristic of districts employing more than 30 teachers but is the exception in smaller districts.

2. The high turnover rate raises serious questions about the preparation of Midwestern administrators. Last year alone 701 persons left the superintendency in the states of Illinois, Iowa, Kansas, Michigan, Missouri and Nebraska, and 833 dropped out from the 12 Midwestern states. In the six states for which tenure records are available, nearly half of those leaving departed after service of only one or two years in the last district. This might seem to be *prima facie* evidence of inadequacy of preparation, were it not for the fact that most of these drop-outs occurred in districts employing 10 teachers or fewer. Even so, it may be taken as an indication of either inability or unwillingness on the part of many superintendents to cope with the situation found in the smaller districts. Clearly, the Midwest needs to face up to this problem either by reorganization of districts, or by finding a way of providing competent and stable leadership for them. Under present conditions, programs of inservice education do not appear promising, since a high proportion of superintendents depart from these little districts too quickly to permit much opportunity for growth on the job or even for becoming acquainted with the communities they serve.

Another factor deserving more consideration than it has had is the high proportion of superintendents who begin service in districts employing 10 teachers or fewer. In the last three years an average of nearly 800 persons annually have started their careers as superintendents in the Midwest, but more than 500 became superintendents in districts employing 10 teachers or fewer. In contrast only about 70 started service in districts employing 31 or more teachers. Programs of preparation, on the other hand, appear to be directed largely toward qualifying persons for the larger districts.

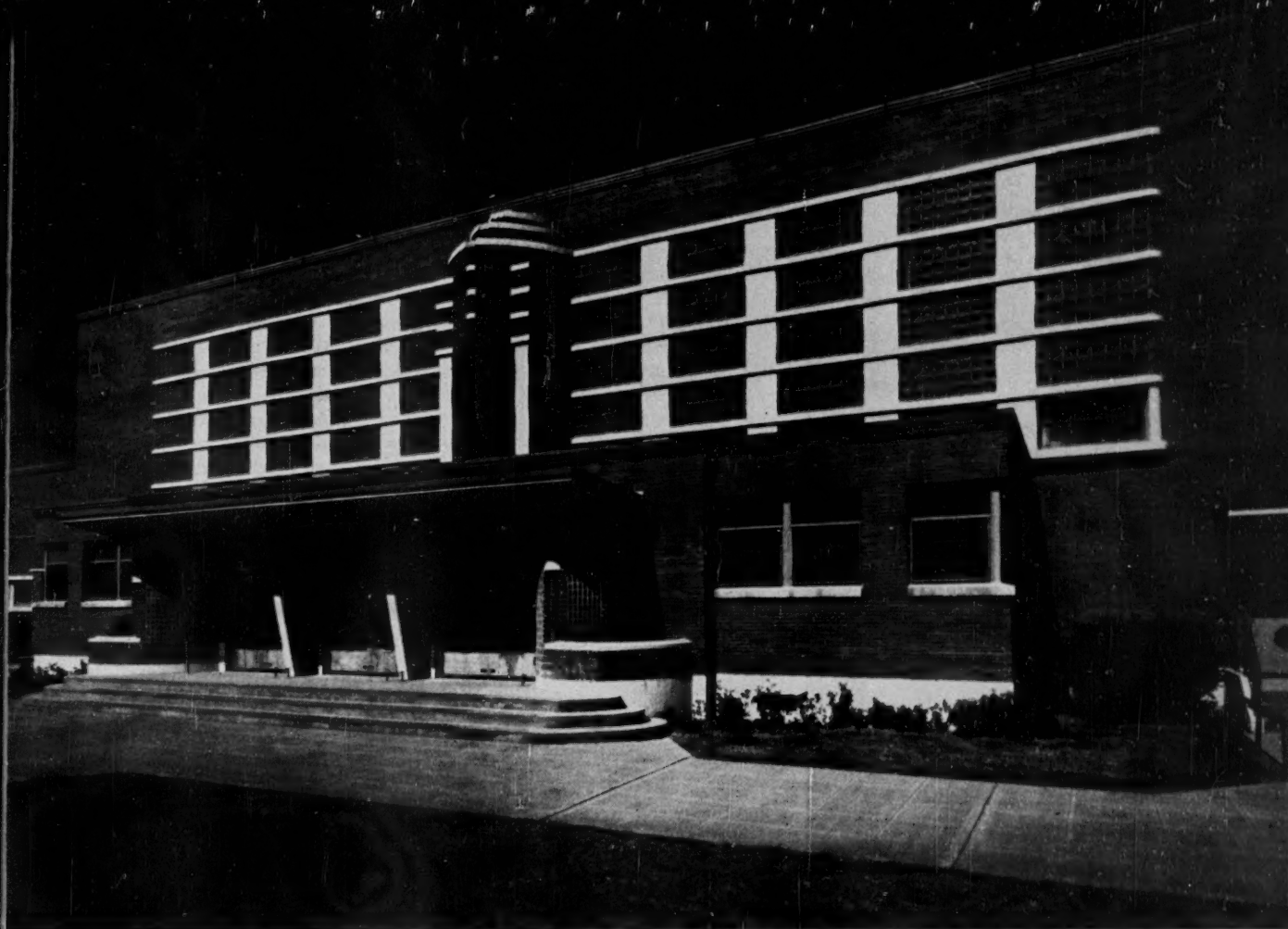
3. Relatively few gain promotion by transferring to larger districts. The average number of transfers a year is less than 7 per cent of the total number of superintendents. Two-thirds of the vacancies are filled by the appointment of principals or others new to the superintendency. Of the superintendents who do transfer, only half move to systems employing as many as three more teachers. This indicates that professional advance-

ment through moving from one superintendency to another in the Midwest is slow and uncertain for most persons. This is particularly true for those who start in districts employing 10 teachers or fewer.

4. The highest fatality rates occur during the first few years of service. Nearly half of those leaving the superintendency drop out in the first or second year. If we could eliminate withdrawals due to retirement, the indications are that more than half of these departures occur in the first or second year of service. This would seem to call for redoubled efforts on the part of universities, colleges and state departments of education to help beginning superintendents early in their careers. If special assistance to the approximately 800 beginning superintendents could salvage half of the 340 who drop out in the first and second year, it should represent a good investment of time.

5. Additional facts are needed. The present study reveals a situation detrimental to educational progress. It points an accusing finger at the smaller school districts as the graveyard alike of superintendents' careers and of citizens' hopes for sustained, effective educational leadership. It raises questions as to the adequacy of preparation of superintendents, and even more serious questions as to the ability of boards in small districts to select and retain qualified professional leaders.

While the study demonstrates that high turnover and short tenure in the superintendency are associated with the smaller districts, it leaves unanswered the specific reasons for this situation. Further information is needed on the qualifications, salaries and working conditions of superintendents. More light is needed on how superintendents are selected and why they leave. Attempts should be made to discover what correlation exists between length of tenure and such factors as administrator-board, administrator-teacher, and administrator-community relationships. Experiments might well be conducted to discover whether the success of superintendents and their length of tenure is substantially affected by giving them help in improving their understandings and skills in human relations. Comparisons of districts of similar size but with relatively high and low turnover rates might disclose critical factors which operate for or against selection and retention of qualified superintendents.



NATHAN ECKSTEIN JUNIOR HIGH SCHOOL, SEATTLE

Seattle sets pattern for future **JUNIOR HIGHS**

SEATTLE was one of the early cities in the United States to establish junior high schools. Junior high school construction first planned in the early Twenties was brought to a jarring halt by economic conditions in the early Thirties. Only four junior high schools and one junior-senior high school had been completed. The city was thus only about 40 per cent served by junior high schools. Subsequently, during the period of the declining elementary enrollments in the Thirties, it was possible to establish two seventh and eighth grade centers by using buildings that previously served elementary school children.

In 1943 the Seattle school board and administration appointed a so-called pre-building planning committee to make a careful study of the junior high school organization to determine

LYLE STEWART

Assistant Superintendent of Schools
Seattle

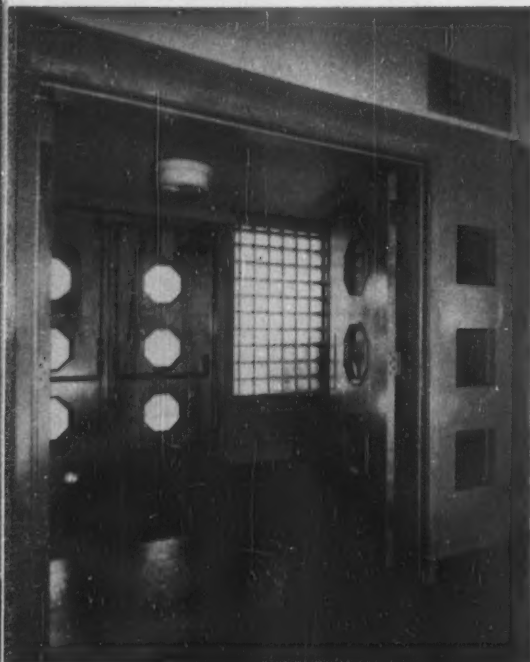
whether the originally planned program should be continued. The committee, representative of all branches and levels of the school system, recommended that the junior high school program originally planned should be continued and that construction of junior high schools should be resumed. Such new construction would, obviously, provide relief for overcrowded elementary schools by removing their seventh and eighth grade classes and thus make room for younger children.

The first junior high school to be built following this study reflects the long period of study and exploration both as to the type of program to be provided and as to the facilities needed

for such a program. Before planning this first building which would serve as a prototype of the other buildings to be constructed subsequently, the Seattle administration asked all junior high school principals and teachers to submit suggestions as to features desired in classrooms and buildings. Unusual pains were taken in such special departments as music, art and science to provide facilities that would make possible the most efficient physical facilities. These suggestions were collected and studied. Administrators, supervisors and directors of instruction held follow-up conferences to explore all suggestions in order that each promising proposal could be fully exploited.

The school board assigned to the architects, Mallis, DeHart and Hopkins, Seattle, the responsibility for the

Below: School entrances are lighted by glass block panels and port-hole windows in natural finish doors. Bottom of page: An exterior view of the Eckstein school



preparation of plans for the new junior high school. They began at once to plan the building with the administrative and supervisory staff in the light of the suggestions gathered from the junior high school corps. From these plans came a building of 162,754 square feet at a cost of \$2,080,000, or \$12.78 per square foot. It was named the Nathan Eckstein Junior High School after one of Seattle's outstanding citizens, a pioneer school board member.

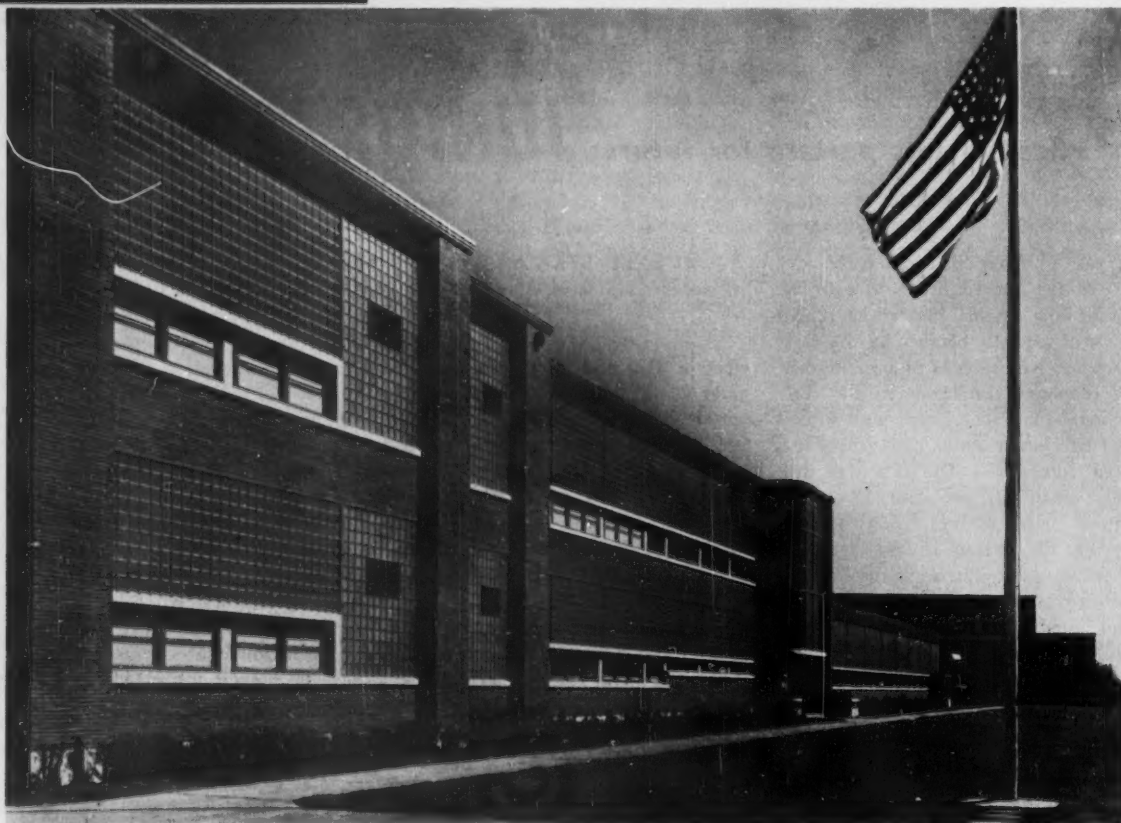
The construction of the Nathan Eckstein Junior High School was guided by principles that were to govern all subsequent constructions. Chief of these principles was that the building should serve an estimated permanent normal capacity, in this instance about 1400 pupils, and, in addition, at certain periods during its lifetime, peak loads as great as 1800 to 2000. This requirement necessitated careful design to provide a lunchroom, toilets and other basic facilities for the student body of 2000 which at the same time would be usable and economical for the smaller, normal student load.

Industrial art shops, home economics laboratories, science, art and music rooms presented a problem or,

perhaps, the opportunity for multi-purpose use. Two classrooms in each of these areas were designed as far as possible to be used for their specialized purpose or for regular classrooms. They are now being used as regular classrooms. As the school's population climbs to its peak these rooms will be used for specialized purposes. That is to say, when the peak loads are served, the academic classes formerly housed in specialized rooms will be accommodated in temporary or portable units. Thus the first feature of this building is to provide for the peak load at minimum expense by employing temporary units which can be removed when peak loads are passed and thus leave a building designed to serve the permanent normal load.

At the present time 1273 pupils are enrolled in Grades 6 through 9 in the Eckstein School. When necessary we shall expand its classroom capacity by using frame portable classroom buildings which use automatic oil heat. These excellent classrooms cost about \$5000 each.

A second principle that guided the planners of Nathan Eckstein Junior High School was the need to make



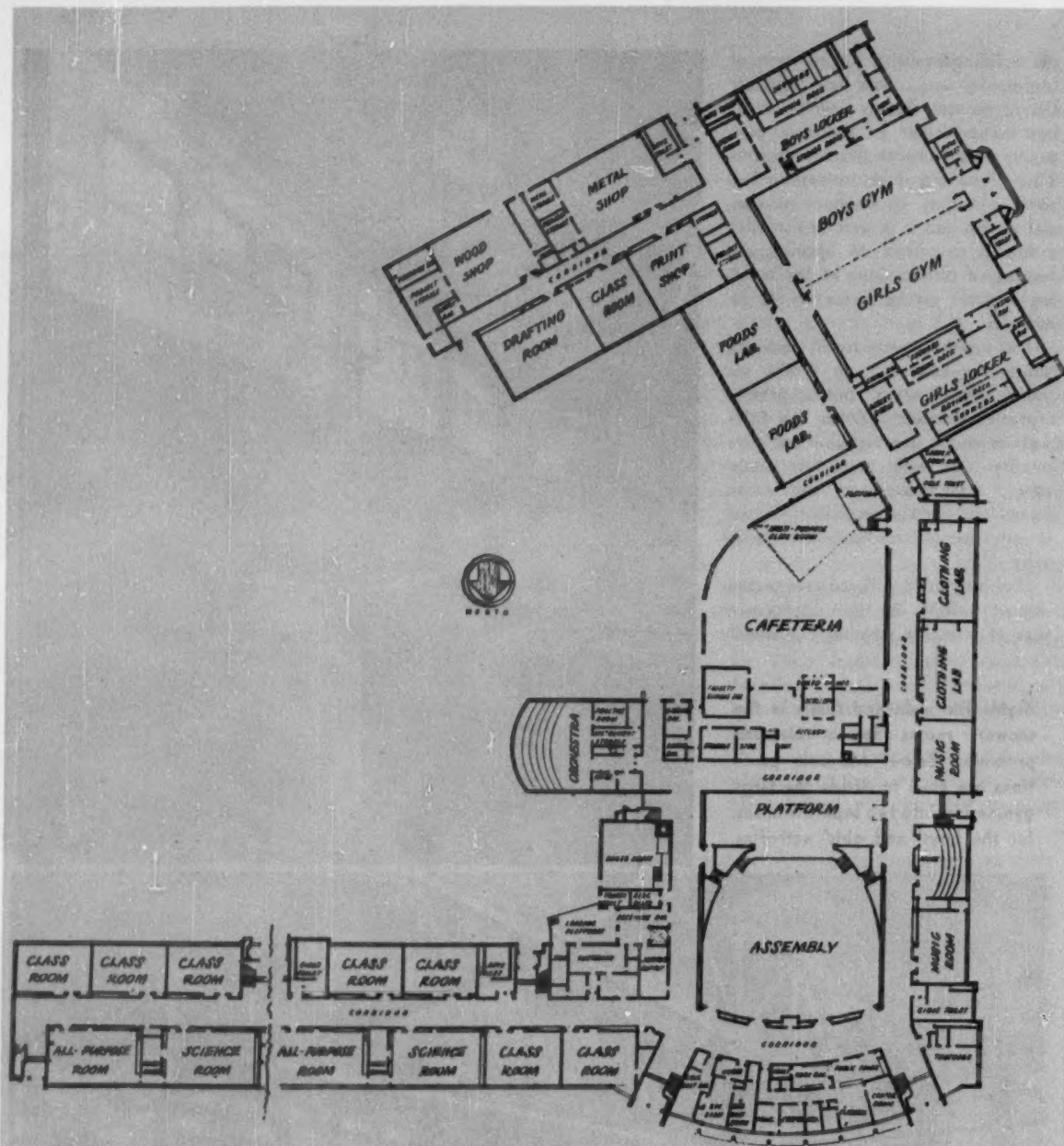
the building available for all types of community uses. This new structure lies in an area that is largely one of new homes. There are almost no park or city recreational facilities in the area. This school was therefore expected to serve a variety of community uses, and to this end it is sectioned in such a way as to permit the opening and heating of certain units of the building without giving access to the remainder.

For instance, gymnasium facilities, which are constantly in public use during out-of-school hours, have a separate entrance. Other facilities, such as shops, are available for community craft work; home arts laboratories, the auditorium, and music rooms are likewise available if community demand for their use should arise.

A third principle is the ever-present one of seeking the most inexpensive type of structure possible. Fortunately

Right: Tile walls and floors in the shower rooms lessen cleaning problems. Below: Movable partitions are used to divide the large gymnasium into two separate areas, for the boys' and girls' activities.





First floor plan. Regular classrooms are separated from activity rooms and areas; the assembly hall and gymnasiums are easily accessible to the public. The architects are Mallis, DeHart and Hopkins of Seattle.

in the construction of this building the Seattle school district had available a relatively larger ground area than was available for any of the previously constructed junior high schools. The architects were able, therefore, to make maximum use of single-story construction. Only the wing containing regular classrooms is two stories high. Construction is arranged in such manner that in good weather students are able to dash a relatively short distance out of doors

and reach the extreme opposite end of the building by a short route.

The building has four principal units:

1. Regular classrooms
2. Office, auditorium and library
3. Lunchroom, music and clothing
4. Gymnasium, food laboratories, and industrial arts

In the construction of its earlier junior high schools Seattle had always, because of limited funds, combined its auditoriums and lunchrooms. The

entire floor area in a lunchroom must be level. In order to compensate for the levelness of the floor the auditorium stage had always been built high so that those toward the back might see. They could see well enough the very front of the stage but not the action that took place a little way back on the stage.

In the Eckstein building the decision was to build both an auditorium and a lunchroom. However, the lunchroom was planned to provide for a

number of activities. There is in the area farthest removed from the serving areas and kitchen a space that can be closed off or partitioned off by temporary accordion walls as an auxiliary classroom. This can be used during at least four hours of the six-period teaching day for a regular classroom whenever it proves necessary.

This area is, however, at the present time chiefly in use as an auxiliary classroom to which teachers can bring students to rehearse or to prepare special features. The room has a platform at one end so it can be, and often is, used as a little theater.

A further departure in Seattle school planning is that each regular classroom can be darkened for audio-visual education. Also one of every four classrooms in the industrial arts, music, science and art divisions can be darkened. It was thought that the teachers could exchange rooms if necessary when a teacher desired to project pictures.

Seattle planners feel that a more satisfactory teaching and learning situation exists whenever children in using audio-visual equipment can remain in their regular rooms rather than going off to another spot with the confusion and carnival spirit that may accompany such an excursion.

CONVENIENT GROUPING

A feature has been incorporated in the building that was first observed by Seattle administrators in some Los Angeles secondary schools—the location of orchestra and choral rooms adjacent to the stage entrances. The clothing rooms in the home economics wing are likewise adjacent to the stage entrance. Whenever auditorium programs are undertaken music groups are conveniently close and can be marshaled on and off stage with ease. Likewise the costuming and storage of student productions is made more convenient by having the home economics clothing unit near by.

In the orchestra room there are a number of small practice rooms which make it possible for single students or small groups to practice.

The building is used a great deal by the community. The schools have an arrangement with the park department, which opens the gymnasiums from 6 to 10 p.m. Monday through Friday and from 8 a.m. to noon on Saturday. The auditorium is used by more groups—community, political



The spacious second floor library has bilateral lighting. Adjoining is a soundproof room for the use of committees and discussion groups.

and church—than use any other school auditorium in the city. Various groups have potluck dinners in the lunchroom during out-of-school hours. Many teacher groups also have their dinners and meetings in the lunchroom.

As would be expected in any modern school, acoustical materials have been placed in all the halls and in every classroom. This has made a building remarkably free from noise and confusion.

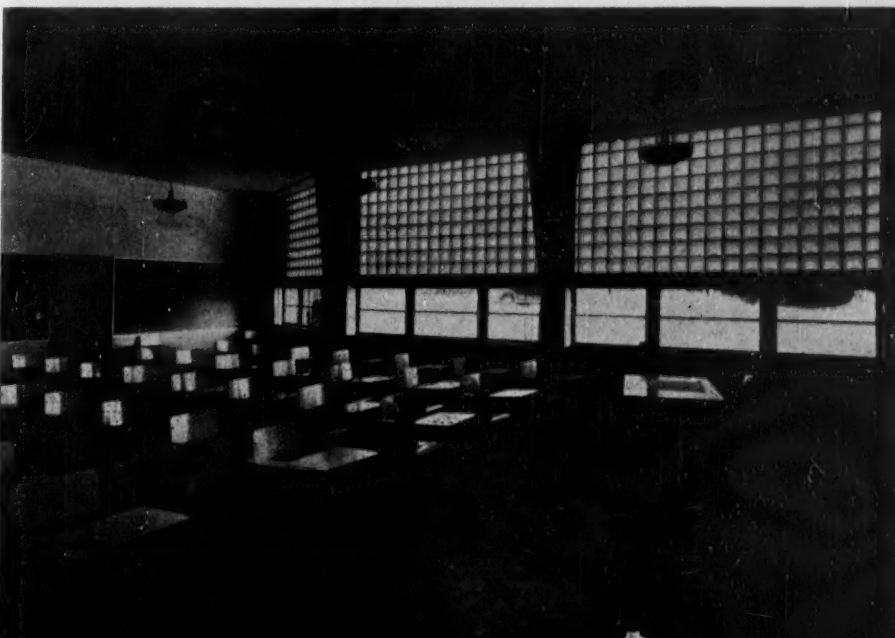
Lighting in the building is all incandescent and provides a minimum of 30 foot-candles. Glass block is used extensively throughout the building. This has proved practical. There had been some fear that the blocks could easily be broken and that their replacement would be expensive. In actual

practice this has presented no problem. By the use of directional glass block, even on relatively cloudy days good natural lighting is assured in every part of the classrooms. On the brightest days there has never been any problem of glare.

Building lines are simple, decoration is kept to a minimum, and yet the building is strikingly beautiful. Railings of aluminum and recessed window boxes are about the only trim. Many persons have expressed astonishment at the simplicity and beauty of the building.

The Seattle school district opened three new junior high schools this year, and many of the features of the Eckstein building are incorporated in these new structures.

Colors of classroom ceilings, walls, floors, chalkboard and desks were chosen to provide the best possible seeing conditions for students.





Left: Home economics classrooms are furnished with the latest in kitchen and laundry equipment. **Below:** Acoustical plaster and tile were used in the music practice room, which is terraced for orchestral and choral instruction.

Architectural Description

THE Nathan Eckstein Junior High School contains 17 regular classrooms, five multipurpose rooms, two science rooms, two sewing rooms, two food laboratories, woodworking and metal shops, a printing shop, a drafting room, three music rooms and an orchestra practice room, two art rooms, a library, an administrative office, a nurse's office and health center, service rooms, an auditorium with a capacity of 1000, a gymnasium, dressing and shower rooms, and a cafeteria and kitchen.

The school contains 162,754 square feet and is built on a 13 acre site. Constructed of concrete and steel with

Roman brick and glass block as exterior materials, the building has a modified L shape to retain the maximum amount of space for outdoor play area.

Noise-reducing construction is used throughout. Acoustical plaster and acoustical tile are used in the interior walls, which are steel frame and concrete, finished in birch and fir. Floors are flat and pan slab concrete and wood joists covered with asphalt tile, linoleum, terrazzo or concrete. The gymnasium floor is maple.

Seven heavy beam trusses, each 90 feet in length, are used in the auditorium and gymnasium. Steel shelf

angles support the exterior face brick. In all, 380,000 pounds of steel were used in the construction of the building.

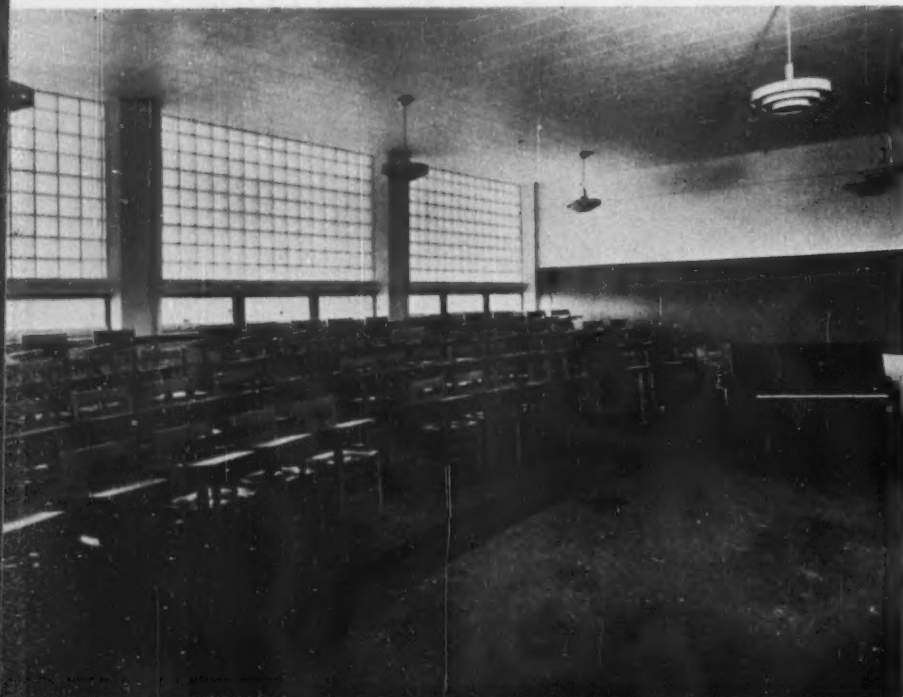
The school was carefully designed to bring the best light to each student's desk. Unilateral fenestration of light-directing glass block and 3 foot clear-vision window strips is used in the narrower classrooms. The larger rooms have bilateral fenestration through use of sawtooth ceilings and cellular ceilings with the regular exterior wall fenestration.

Artificial light is supplied by an indirect, incandescent system, with fluorescent lighting in the shop rooms. Classrooms and other areas of the building are painted to take full advantage of the glass block fenestration system. Wall colors were chosen for reflective values, and colors of desks and other furnishings also were chosen to reduce harsh light contrasts.

FACILITIES GROUPED

Most of the classrooms are in the east wing, with the auditorium, library and offices in the front of the building at the corner of the L. The gymnasium is in the west wing with movable partitions to divide it into separate areas for boys' and girls' activities. Shower and dressing rooms are adjacent to each section. The gymnasium and auditorium also are easily accessible to the street, making them available for general public purposes without interference with classroom sections. Shops, sewing rooms, food laboratories, and music rooms also are in the west wing. The orchestra room is easily accessible from the auditorium stage and semi-isolated from other sections so that noise will not bother pupils in classrooms. The cafeteria and kitchen are on the east side of the building near the center. Movable partitions close off part of the cafeteria for use as a multipurpose room.

Recessed lockers in the large corridors are provided for students. Built-in showcases are located at intervals in corridor walls for display of work done in various classes.



A. A. S. A. CONVENTION DIGEST

Atlantic City, N.J., February 14 to 19

THE men's hats kept blowing off, but they weren't homburgs. And the delegates' wives, while sweetly pro-Mamie, were belligerently anti-bangs.

Yet there was a fresh 1953 look on the Boardwalk as the abnormally high spring tide of 17,000 school administrators flowed toward the Auditorium and then receded in a thrice-a-day rhythm.

What was the new look? Our guess is that it is the smart trend in eyeglasses. Outwardly conservative, the superintendents are wearing the same staunch schoolmaster frames but have fitted themselves with magic lenses, which we shall call hi-focals. Hi-focals, if you can earn them, provide heroic vision. While the average administrator has his feet planted even more solidly on the asphalt and clay of his local community, with the aid of hi-focals he can now curve his glance about the whole earth's crust. Thus he looks with friendly concern and growing understanding upon his brothers in every land.

SNIPERS ARE ACTIVE

Too, the administrators are more assured in manner. The last time they swung their souvenir canes down the straight or bias promenades of the Boardwalk, these gentlemen had the jitters. They and their curriculums were being sniped at by guerrillas or, if you prefer, gorillas. Soon they found a technic for meeting the assaults of the Zolls and the zombies.

In public education, however, there is no lasting peace. Through the mass media, subtler opponents of the modern school now are making ugly faces at the curriculum—Dorothy Thompson and Louis Bromfield, as recent examples. Even so the school superintendent has lost the harassed look, for closing ranks behind him are The People.

An occasional superintendent at Atlantic City grew to wish The People's representatives were behind him rather than with him. Preceding the A.A.S.A. was a two-day meeting of the

American School Board Association (see pp. 79 and 80) to which came the Six Hundred. Closer than a brother many of them attached themselves to their school administrators for another six days of volley and thunder. That meant no folly and thunder for the occasional Mr. Superintendent.

In view of the Thompsons and Bromfields, the 1953 Yearbook on the curriculum seemed particularly timely, as it was formally presented to the convention by Chairman Lawrence G. Derthick.

HEADLINERS THREE

The V.I.P.'s came, were seen, and made conquests—notably Agnes E. Meyer, the Great Denunciator, and Walter Reuther. Frank Abrams, even though ill and absent, also conquered; his smoothly blended pipe of peace was smoked by Substitute Courtney Brown, his assistant.

Conspicuous too were several strings of C.P.E.A. men who went into frequent huddles and plunged up and down the professional field with nary a boo from the bleachers.

"The Death of a Salesman" alone could have erased the look of gladness from the faces of 700 boothsayers, or exhibitors. Off-sessions, there was a superintendents' stampede on the two exhibit floors, and during on-session periods memorable little groups of serious lookers gathered. Occasionally a schoolman would toss out an idea that would open up a completely new use for a manufacturer's product. (Not so dumb as they look, those educators!)

All this attention from potential buyers cinched the pleasure on both sides as the Associated Exhibitors on Wednesday night presented their annual program and entertainment—scholarships for graduate study to J. Roland Ingraham and N. D. Myers, the American Education Award to Willard E. Givens, and music by Paul Lavalley and the Band of America and by those five purty Angelaires (they're li'l ole harpists, honey chile).

The weather was fair, foul and under forty. When it was good it was very, very good, and when it was bad it porrid.

On Wednesday morning the highly efficient Virgil M. Rogers was volubly paid off with a past president's key, while President-Elect Lawrence G. Derthick of Chattanooga, Tenn., and President-to-Be (in 1954) Jordan L. Larson of Mount Vernon, N.Y., watched and wondered what crises and triumphs the job would hold for them.

A convention without resolutions being all but illegal under the American form of government, the administrators fulfilled their obligations—to wit: commended boards of education for protecting the right of an individual to seek the truth and to teach it without fear; asked that the Office of Education be made an independent agency under a national board; requested more adequate financing of public schools; commended the F.C.C. and asked it to extend the time limit for allocation of educational TV channels beyond June 2 next.

BIG NAMES, BIG IDEAS

PEOPLE are poaching on the Ph.D. preserve when they talk about the climate rather than about the weather. That's exactly what the absent Frank Abrams of the Standard Oil (N.J.) was doing by proxy on Tuesday morning. Mr. Abrams is a strong man for a temperate climate in Labor-Management relations, and his company has enjoyed it for some 35 years. Because of illness his paper was delivered by Courtney Brown.

If you believe most of what you read and hear, you decide that conflict between Labor and Management is essential, that voluntary cooperation between them is impossible. Voluntary cooperation is possible, Mr. Abrams holds, but it can be fully effective only in a climate where men have discovered certain important truths and

live by them. That's where the schools come in: to help young people discover those truths, and perhaps older people, too.

Concluded Mr. Abrams in a thoughtful speech:

"In a world where we have given to our educational system what it needs in the way of time, attention, discussion and money—where that system is helping us produce tolerant, thoughtful people—where democracy is recognized as one of the great, living, working theories of human organization—and where we are encouraging the development of independent inquiring minds, we will have a climate in which we can work together under the most favorable conditions of understanding and cooperation for the common good. In such a society, Labor-Management conflicts will be differences of viewpoints, not clashes of interests."

UNDER FULL SAIL

THE spade-callingest speaker of the week was a female of the species, Agnes E. Meyer of Washington, D.C. Once Mrs. Meyer regularly attacked alleged malignancies of the schools on her radioactive Remington.

But now that there are "so many dishonest critics of public education with axes to grind," Mrs. Meyer is rallying schoolmen and school boards to a powerful counter-offensive. And she's the very Jeanne d'Arc for the job.

Mrs. Meyer demands double-quick action "before McCarthy and company are allowed to destroy the last remnants of academic freedom." She is disgusted with the Republican Congress that increased the budget of his investigating committee. She can't comprehend the group of university presidents who "weakened their position by announcing, in response to McCarthy's threats, that they welcome an investigation. (They should have told him that neither he nor Jenner nor Velde has the moral or the intellectual qualifications to conduct such an investigation.)" It looks to her as if the press, the radio, and TV are sitting back waiting for McCarthy to pick them off one by one. Else why haven't they stepped forward to defend all freedoms including that of our schools and universities, she inquires. It is her strong suspicion that unless the clergy of all denominations unite in protest against "these latest congressional inquisitions, they will be next to burn at the stake."

In her denunciation of McCarthy, Mrs. Meyer is merely colossal. She demands that no one underestimate the power of this "dangerous, clever and ruthless demagogue."

"It must be clearly established that only the boards of education and the school administrators have the right to question a teacher's loyalty upon sufficient evidence; they likewise have the responsibility of defending the school personnel against unjust attacks. Most boards will need more popular support to carry out their legal duties. The American people as a whole must now realize that they are the ones who make the climate of public opinion and that they must come to the defense of our public schools and of our institutions of higher learning."

And then the nimble worded Mrs. Meyer became so overwrought she mixed herself a metaphor: "The independence of our whole educational system will be jeopardized if Velde, Jenner and McCarthy are not stopped in their tracks before they get under full sail."

REUTHER RETURNS

THE professor who preceded him had to be clocked by a chairmanly tug at the coattails, but C.I.O. President Walter Reuther stopped dead on the stroke of noon Wednesday. Yet in a short time he had hammered out about three speeches rolled in one, each plain, each pointed.

For three days in a row, the administrators had been telling one another that a fine ally to have would be Labor. Mr. Reuther told them that Labor stands waiting for some needed leadership from them.

With constant short gestures, Mr. Reuther made it clear that Labor "wants to get its kids out of the outdated, overcrowded, understaffed, makeshift schools they are now in. Let's build in Washington a greater children's lobby than any other lobby there," he pleaded.

Another place Labor is waiting for leadership from educators is in the matter of academic freedom. "Don't sulk in the corners but stand up and be counted," he urged. "If you'll lead this fight, we'll stand up with you. We are out for free enterprise in the market place of ideas."

A third request Mr. Reuther made of schoolmen was that the schools teach the children what the labor movement is all about—"an extension of democratic processes into economic

and industrial life." Labor is disturbed that special interests are feeding their propaganda into the schools. The same interests are starving the schools because of "tax gimmicks," he charged. "By cutting off school funds they create a vacuum which they can fill with their own propaganda."

Lambasting a House appropriations committee move to knock out \$24,000,000 in supplemental appropriations for aid to education in defense areas (a move that had provoked a shower of telegrams to congressmen from convention delegates), Mr. Reuther charged that a conservative Republican-conservative Democrat combine seems interested in prosecuting a cold war against the schools. "That is one war we in Labor want no part in," Mr. Reuther made emphatic.

LOST CAUSE

SAD faced men listened to G. Robert Koopman picture freedom's lost cause in Germany at Monday morning's general session. But Dr. Koopman was calling not for sad faced men but for stout hearted men lest the cause lost temporarily be lost irretrievably.

"The failure to bring about any significant change in the structure of the German school system, the failure to attack seriously the problem of social stratification, the failure to develop even one modern teacher education program loom large."

The U.S. Department of State, charges Dr. Koopman, is a "fake façade." It has not the staff or the power or the budget to do anything worth while in the foreign field. It has no effective authority over the Technical Cooperation Administration, the Mutual Security Administration, or even over the International Information Administration which staffs its foreign missions.

"Never before have you and I had such fascinating opportunities to affect human destiny," he fervently declared. "Any educator in any village in America can make his mark and his monumental contribution to world affairs if he creates a good community program."

"As a group we must strike now. The new administration shows no more interest in the cultural approach to international affairs than did its predecessors. Our group—the A.A.S.A.—can and should act."

Equally serious with German free-
(Continued on Page 71)

ATLANTIC CITY RETAKEN

Picture story of 1953 Boardwalk invasion



Your old friend, Supt. J. M. Spinning of Rochester, N.Y., has been shanghaied by The Nation's Schools to guide you on an unconventional convention tour. Here he is leaning up against the Atlantic Ocean.

1. "Now, Young Fellers, come register here with me, the battered survivor of 19 consecutive school administrator conventions. So you're J. Earl Bales of Middletown, Ind., and you, here on the right, are Verne B. Harris, superintendent of Cook County School District No. 156, Calumet City, Ill."



2. "Why, John Milligan, you old SOS! Representing Atlantic City schools, do you have to greet each and every delegate as he comes, or is this just because U.S. Commissioner Earl McGrath and I are glamour boys?"



3. It's Friday the 13th and the booths are going up—but not without some smashed fingers. This is the C.P.E.A. booth and No. 2 and No. 4 in the photograph are the workers: Dick Wynn and Elwood Prestwood of Teachers College C.P.E.A. Dr. Worth McClure and Mr. Spinning are self-appointed "advisers."

4. Hurrying up Boardwalk with Jim are two past presidents: Harold C. Hunt of Chicago, Mrs. Hunt, Spinning, W. T. White of Dallas, Mrs. Spinning.

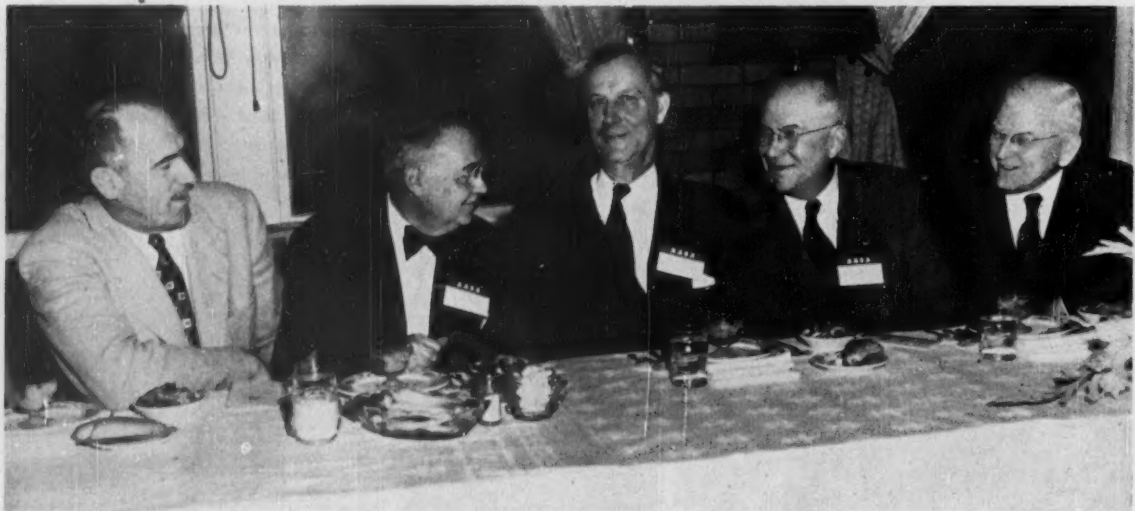




5. "Yep, he may be a superintendent from Rochester, like you say, but, Professor, without they got admission badges they don't get by me," Supt. James B. McQuown of Ashland, Ky., intercedes in Spinning's behalf—unavailingly. Our hero left his badge on his other suit; cop doubts he has two suits.



6. "Boy, I can smell the commercial on this one," remarks Spinning, as he is lined up with Supt. Albert W. Adams of Clayton School, Dagsboro, Del.; Lloyd W. Ashby, principal at Elkins Park, Pa., and L. C. McArthur Jr., director of elementary education, Orangeburg, S. C., in Nation's Schools booth.



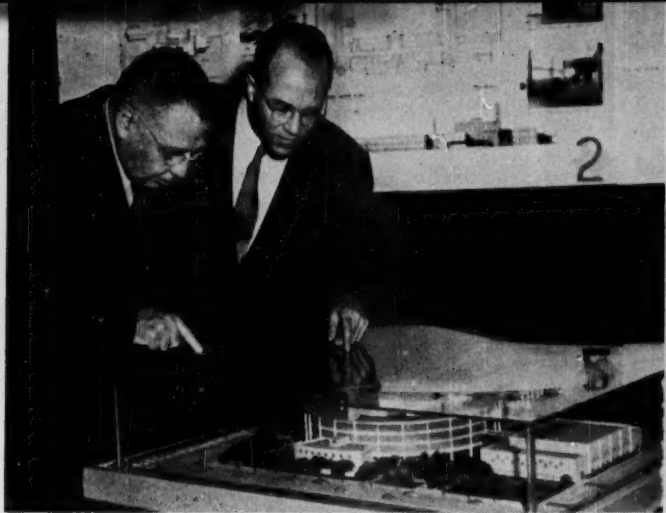
7. At the annual Ninety-Six Club dinner, several members were said to be under the age of 96. Pick your candidates for this distinction from the following (left to right): Supt. Zed L. Foy of Boise, Idaho; Spinning; John E. Bryan, club secretary treasurer, Talladega, Ala.; Chester Miller, second vice president, Saginaw, Mich.; President H. M. Ivy, Meridian, Miss.

8. "Hi, Friend! Shake hands with a daguerreotype. Your name is Vincent Peterson? High school principal at Grosse Pointe? I'm the 19 year old superintendent at Rochester, where taxpayers can take it."

9. "May I call you Jim?" asks Cyril Woolcock, principal of Hunter College High School, New York City. "Why not?" answers Spinning. "The teachers and janitors all do. In fact, it's the best thing I'm called."

10. "Yo' Scraggs, yo' know yo' is sedimental about Li'l Abner." Supt. Philip J. Hickey of St. Louis and Herbert B. Bruner, professor at New York University, step off with Jim Spinning to hear Al Capp.





11. Brooklyn's celebrated "banjo" school, a much discussed feature of the architectural exhibits, is here seen in model form. Supt. Spinning and Edgar Fuller, executive secretary of the Chief State School Officers, may be overheard playing a few chords and sour notes on the banjo building.



12. Our non-Ph.D. administrator asked the Rochester Times-Union and the Democrat and Chronicle, his hometown papers, to request press service coverage of the convention. Spinning visits the A.A.S.A. Press Bureau and poses with Ben Fine of the New York Times and Dr. Belmont Farley, bureau chief.



13. "Inhale some of Fred Moffitt's special Chalk Dust here, Gentlemen. It will tickle your old hard palates." Photographer's Model Spinning hands out copies of The Nation's Schools anniversary reprint to Business Manager W. I. Blundell of the Evanston Township High School District, north of Chicago, and to Louis Armstrong of the New York State Education Department.



14. Supt. H. F. Studwell's Phi Beta Kappa key has our friend Jim a little jealous until he recalls his own distinction as "executive secretary of the Society for the Prevention of Leaving Skins on Sliced Tomatoes." Mr. Studwell heads the schools at East Rockaway, N.Y., and the gentleman at the right is Principal R. Gardner of Linder Place School, Malvern, N. Y., his neighbor.

15. Arthur Hungerford of the Joint Committee on Educational Television (second from left) advises Board Member J. B. Williams and Supt. M. Claude Moore of the Dyer County Schools, Tennessee, and "Marilyn Monroe" Spinning on fine points during a break in the convention's televised show.

16. Jim Spinning has a confab with Supt. Claude V. Courter of Cincinnati, while Principal Harold Howe of Andover, Mass., crowds in for some good pointers.





17. Spotted at a party honoring President Virgil Rogers: E. N. Dennard of Waco, Tex.; Paul J. Misner of Glencoe, Ill.; Cecil E. Spearman of Hinsdale, Ill., and Willard E. Goslin of Peabody College. The center man, Spinning, composed and read a Virgilian Ode.



18. The army's wheel of fortune is being turned by Major F. H. Evans of adjutant general's office. Civilian Spinning observes army's teaching program.



19. Catching the worm at a general session are Early Birds Spinning and mate; to their left on the front row are Dwight Fiohn, elementary school principal at North Industry, Ohio, a suburb of Canton, and Ronald Downing, who is the superintendent of schools at Ramey Air Force Base, Puerto Rico.

20. Waiting in line to go on the stage: Rabbi Weitz of Atlantic City; C. Dallas Shields, Associated Exhibitors president; Sarah Caldwell, N.E.A. president; Dr. Tuck Sang-Lee, principal of Seoul Normal School, Korea, and A.A.S.A. President Virgil M. Rogers. The third general session is about to begin.

21. Time to say good-bye but still as fresh as a field of daisies, Mrs. Pearl Wanamaker, superintendent of public instruction for Washington, has to be coerced into "relaxing" on a pile of luggage. The weary one is Jim Spinning; a model's life is plenty tough, and Jim has decided superintending is simpler.



dom's stake in education is the fate of the new German republic, Dr. Koopman asserted. "If present treaties are ratified," he said, "it will become substantially independent and self-governing. Our security is its security and vice versa. If it fails as did the Weimar Republic, war, uniforms, chaos and possibly communism will become the order of the day. The educational process can and should help us."

OFF-BEAT KID

A STRICTLY off-beat kid, Al Capp swayed about the auditorium "mike" Sunday night and from podium or superior height advised educators to quit their circling in the old, average-child groove.

"Ours is an efficient system in dealing with the average child, but it's the worst school system for the unusual, the nonconforming child, the weird kid," he proclaimed in one of his crescendos. He had pianissimos, as well.

"Schools I attended had little use for me then. Now they brag about me," he added, carefully concealing his modesty. "A way must be found to reach out and understand the nonconforming kids. It is from them that creativeness comes. Also from the ranks of the kids tossed aside by the schools can come Communists." Even so, Al Capp isn't much afraid of communism; it's our current McCommunism that frightens him.

Capp's word cartoons, done in a crude Sunday supplement four-color process, delighted most of his audience. Chiefly the audience applauded his Stevens Street pitch. "The only pitch I have is to get back to Stevens Street [New Haven] where I was born Al Kaplan and where they didn't fight wars over the day of the week you went to church or over your accent."

Most of the superintendents figured that just a look at the creator of Li'l Abner would sweeten their relations with the hometown on-beat kids. But what about those off-beats? Could be they're anti-Capp as well as anti-capitalist.

FREEDOM COMES HARDER

HUMAN puppets are easy to make—three easy lessons and you have slaves. President William F. Russell of Teachers College, Columbia University, recommends the "Morgen-thau" method of educating for national debility.

The first lesson in human puppet making is to capture the youths and separate them from the people, Teacher Russell makes clear. Next you widen the social rifts and divide the people. All that remains then is to create the slave mind and the obedient citizen for a subject state, either by keeping the people in ignorance, or by stressing pacifism or slavery in their previous history, or by banning reference to previous struggles for liberty or previous enjoyment of liberty, or by downright warping of facts.

Freedom comes harder. To build for national strength instead of national debility requires the use of education at its boldest and best, Dr. Russell told his Monday morning audience. It means our youth must be solidly behind us, that there must be unity in our peoples, that there must be tremendous love of country and willingness to sacrifice.

"The various free peoples are reluctant to think of their own educational programs as having international implications for their defense," Dr. Russell declared. "To protect ourselves in the present cold war, there must be some sort of a new effort, some sort of cooperation of most or all of the nations that have banded together for mutual defense in the cold war. No Iron Curtain or neutral countries should be admitted."

SCHOOL STARVATION

TO RESCUE education from slow starvation calls for leadership which in insight and militancy exceeds anything we have been able to generate to date," John K. Norton, head of educational administration at Columbia University, said Wednesday.

"Since 1931, disposable national income, after discounting both price rises and taxes, has increased 40 per cent per person," he asserted. "We have never been in a better economic position to support schools, but we have not chosen to do so."

"Rather we have increased our standard of living in almost every respect. Then when we find it difficult to pay for the automobiles, liquor, TV sets, and gadgets that make up some of our increased standard of living, we strike out at taxes in general rather than making the discriminating decision called for in the case of school taxes."

Dr. Norton wants superintendents to tell the people the naked truth about the financial malnutrition from

which their schools have suffered for the last 20 years. He wants the people to know that many of the weaknesses in education are the result of this partial financial starvation. He wants alliances with Labor and "all power groups of our society that can be convinced of the indispensability of first-rate education in the future safety and growth of the United States."

BUSINESS FELLOWS

ROY E. LARSON, National Citizens Commission chairman, picked the state of North Carolina to prove a point, and he supported his point by careful documentation on Tuesday night. His thesis is that the American system of universal education has been an indispensable factor in the astounding industrial development of this country.

He picked North Carolina, Citizen Larsen explained, because in 1900 it was a poor state with a high illiteracy rate, while today it ranks high both culturally and materially. In 1900 it appropriated \$100,000 for the support of its schools, and in 1950 a total of \$108,000,000. With this general cultural expansion, on which he elaborated, came the business prosperity he also pictured.

"Before business can open up that new frontier—the purchasing power of the poor—we must open up the minds of the people," he maintained. "We must provide the great majority of citizens with skills necessary for the production of wealth and with the varied interests and tastes necessary for the consumption of many products of an industrialized society."

As president of Time Inc., Mr. Larsen has been given personal evidence of the purchasing power of the poor. In 1916 the combined North Carolina circulation of the nation's five largest magazines was 80,000; in 1950, it was 323,000.

CHURCHMAN'S VIEWS

NO DOZERS yet no dissenters—that's a masterly achievement for a Vespers speaker. "Freedom has its limits, and not even academic freedom is absolute," Dr. Douglas Horton of the General Council of Congregational Christian Churches in America warned his Sunday audience. "The teacher must not give ground for any action of contempt before the court of academic decency."

"Nor can any agency of government truly argue for an unlimited

right to investigate the teaching of the schools. The sometimes necessary investigation must be conducted so as not to impair the work of the good teacher and the morale of the good school." He added:

"The teaching of the good school and the true church is that, though one cannot do anything he wants to in this world, he is free to be his best and to do his best. The basic matter in the teaching of freedom is to communicate the faith that freedom to be one's best is not only possible but is encouraged in the world we live in."

NO LOCKING OF HORNS

THE day Adlai E. Stevenson of Illinois was fraternizing with Republicans as well as with Democrats in Washington, Sen. Paul A. Douglas of Illinois was in Atlantic City accusing the new administration of possible extension of the Korean war and of getting us into hot water in Europe.

His opponent in the so-called convention debate, filling the original Ralph Bunche spot on the convention calendar, was the milder Congressman Carl T. Curtis of Nebraska. His plea was for abolition of the U.N. veto power once a nation had been branded an aggressor by the U.N. Assembly.

FINANCE

THE wherefors and the therefore of a financial crisis in the schools at a time of unprecedented prosperity drew a few heads of half-impooverished school systems to a clinic session Thursday morning. Hobart M. Corning was the doctor in charge of clinic operation.

The really impoverish schools are not represented in Atlantic City, Dr. John K. Norton of Teachers College, Columbia, made clear. The administrators of 50 per cent of the nation's schools haven't the vision or else haven't the cash to pay \$2 for a sandwich and \$10-up for a room.

While they agreed on reasons for the financial plight of the schools—80 per cent of the tax monies going to Uncle Sam's bottomless pit, local tax structures being one beeg mess, bonding and taxes having hit a dead end, the men also agreed that they had set up arbitrary barriers for themselves. These local barriers they could clear if they would go in training for it and soon the citizens would be demanding better schools than they themselves were timidly asking for.

OPINION FROM HARVARD

ARE you inclined to agree with the statement: "The evils of controlness are dissipated by purposing"? If not, argue the issue with Alfred D. Simpson, professor of education at Harvard. By a few finger exercises in semantics, he is trying to drive home "the tardy timeliness of coordination of school support, local and central."

Dr. Simpson will tell you, as he did a discussion group on Monday, that while we must search for stronger local sources of school support there is also the necessity for central supports from the nation and the states "in order to bulwark the adequacy which is residual only in the total fisc," and—in a rhetorical anticlimax—"to guarantee equalization of educational opportunity."

For the truth is, as Dr. Simpson asserts, the children comprising the school load and the local tax resources just do not exist in neat equal proportions place by place.

ADMINISTRATION

THE superintendent of schools as a carbon copy of the 1890 Big Business executive is a vanishing American, said Howard A. Dawson, executive secretary of the N.E.A. Department of Rural Education. "Superintendents are working today in obvious recognition that all the brains of the operation do not rest at the top," was Dr. Dawson's opinion. This cooperative approach to decision making was offered as a part of the changing character of the superintendency.

The community influence emerged as another factor in this change. The superintendent, it was suggested, needs to work with all elements of a community. "The tragedy of our times is that so few people are directly involved in their own community affairs," suggested L. D. Haskew of the University of Texas in pointing out that few superintendents work with more than a minority of local citizens.

PRAISE FOR PRESSURE GROUPS

IT MAY have come as something of a shock, but schoolmen were told that it's better to have pressures exerted against the schools than not to have them at all.

"Pressures are the cries of pain of a society wanting some changes made," said Daniel Davies, coordinator for the

Middle Atlantic C.P.E.A. It is a challenge to school administrators to turn pressure into opportunities for leadership, according to Dr. Davies.

"A pressure is a problem with the heat turned on" was the definition offered by the panel of interrogators. According to a survey made recently by Paul Miller, superintendent from Warren, Ohio, the heat is on everywhere. Supt. Miller's findings showed "community leadership and responsibilities to the public" as the commonest pressure. More than a score of problems were mentioned, including anonymous letters, women's clubs, and "the one hundred contests I was asked to conduct last year."

It was Dr. Davies' contention that pressures themselves reveal new vistas for educational administration. Pressures fall into patterns, he said, and as he revealed an intricate chart he discussed the trilogy of the job, the man, and the social matrix. The chart had more than Rube Goldberg interest: It showed content, process and timing in relation to the administrator.

Questions from the floor indicated the scope of the pressures being faced throughout the country. What about advertising rulers, book covers, and calendars? What do you do when the town's "wheels" start turning for a teacher candidate without real qualification? What about the funds and drives the pupils are asked to put over?

Use them all as opportunities, was Dr. Davies' reply. Skill in communication and a constructive point of view are required.

"It's not like the old days," said W. R. McIntosh, superintendent from Rockford, Ill. The job of the educational administrator is more community, less school, he suggested, and the superintendent's judgment does not have to be taken whole-hog. "We deal with people today," Mr. McIntosh reminded the audience, "who don't have to take it if they don't want to."

BUILDINGS

FOR aid on schoolhouse planning, people will turn out in numbers even on the last weary morning of a convention. Here are some of the real or tentative conclusions of the building clinic of which Supt. Mortimer Brown of El Paso, Tex., was chairman.

We are still in the Dark Ages of high school design. Bring the teachers and the community into the planning,

visit other new high school buildings, and then plan the best you can.

Fluorescent lighting is a better bet if the lights must burn many hours during the day and in the evening; otherwise, incandescent.

Bring the classroom ceiling down, but not unless the natural lighting can be made adequate.

A dual purpose room is a more sensible solution than a multipurpose room is. Too many uses mean too much scene shifting.

Teachers are getting the "hot-foot" from radiant heated floors. Use radiant pipes in base panels or ceilings. The best heating system for a school is a "parcel of heating types."

Cinder block (not 4 inch-but 8 inch) makes a better interior partition than plaster does, even when the costs are the same.

You can make large savings if you will ask for bids properly: Seek as many as 15 bidders; cultivate the contracting group; time the bids so that they go out when contractors are hungry; go outside the community to find bidders; don't let them get away with claims of honest errors in bidding but hold them to it and they won't make mistakes later.

ECONOMIES POSSIBLE

THERE is no Hadacol in construction materials; don't be oversold on wide general use of materials that were designed for limited specific use." The adviser was Henry L. Wright, architect of Los Angeles, addressing a large discussion group seeking "Economies in Building Construction."

Questions and answers from the floor came in bunches. Some samples:

Is the campus plan more economical than the conventional school plant? Yes, in California, said Mr. Wright.

Can plans be used economically for building more than one structure if they are to be similar? No, because no two situations are alike.

Are new buildings too substantial? Would they last longer than their expected life of practical usefulness? No positive answer, but one member of the panel ventured: "That's why we favor the less expensive one-story building—a school building is never finished or static."

What about working with lay groups? O.K., if the architect doesn't have to deal with a lot of people. Let the school administrator screen the suggestions and pass them on to the architect with minimal confusion.

And flexibility? Of course—the increasing concern is for greater utilization and fluidity of space in both old and new buildings.

Can we save money by "timing" the contract? Yes, as much as 10 or 15 per cent, if bids are sought when the market is at low ebb.

Segregated bids? No. Let one contractor correlate the work of the subcontractors.

And a parting word of advice: "Give the architect more time for planning."

LIGHTING DILEMMA

IT'S a 50-50 chance that schools soon to be constructed in rural communities will make maximum use of natural daylight. There's just a chance they won't, for opinion was about evenly divided on the subject.

"Why bring daylight in," asked one superintendent, "when most of the classrooms have to have their lights turned on when the weather is dismal?" "Aren't they on, anyway?" asked another.

Lost in the maze of much talk and speculation but little authoritative evidence, superintendents discussed foot-candles, glare, clerestories, fluorescent and incandescent lighting, and windowless gymnasiums. Wistfully they wondered aloud and in unison if as many as two illuminating engineers could give answers that would have some degree of permanence.

N.E.A.'S NEED

THERE was a soprano obbligato to the superintendents' lament over the sardine situation in elementary classrooms. Shed a tear over education's housing problem at 1201 Sixteenth Street, sang Sarah C. Caldwell, president of the N.E.A. There, 541 nine-to-five o'clock scholars squeeze into activity rooms designed for 200, plus a stray garage or two. Shed a tear, Good Brothers, she implored, and drop a shekel, for the proposed new N.E.A. building in Washington will cost a fat five million.

CURRICULUM

ANY high school teacher or school administrator interested in the prevention of teen-age loafing and in helping young people build constructive rather than destructive habits and attitudes had better get to work right now, J. Dan Hill of the U.S. Office of Education contends.

The job is to adjust the school program so that boys and girls won't drop out before they are graduated from high school. Teachers and principals have more time right now than they will have in a few years when the present heavy elementary school enrollments arrive in high schools.

Dr. Hill says the first step is to convince the public that anything less than high school graduation is minimum schooling. The next step is to collect and analyze local data about the causes of drop-outs in the community. After that comes the organization of supervised work experience and, finally, the revising of courses of study that will help slow students feel secure in their jobs and advance in them.

Detroit, he says, has an excellent program carried on in conjunction with 26 public and private agencies.

THE clinic on curriculum issues was concerned with diagnosing drop-outs. The illness was more obvious than the cure. "A drop-out study, if it is to be valid, cannot be done overnight," Harold C. Hand of the University of Illinois reminded the delegates. Remember, he warned, that the reasons often given for leaving school are not the real ones.

Dr. Hand recommended that superintendents look into the real costs of attending school. "Prestige activities include out a lot of pupils from the lower economic brackets," Dr. Hand suggested.

NOT GOOD, JUST OLD

NO LESS person than George Bernard Shaw advised superintendents how to recognize good teaching. As quoted by Frederick M. Raubinger, commissioner of education for New Jersey, Shaw said: "Look at a thousand [teaching situations]. Then another thousand, another, and then think seriously about it before deciding."

Dr. Raubinger had other suggestions for superintendents concerned with instructional leadership. Learn from teachers, he said, and speak the language of teachers. Salaries based on rating scale or no, the superintendent can't dodge the duty of evaluating teachers.

Meeting jointly with members of the Association for Supervision and Curriculum Development and the N.E.A. Department of Classroom Teachers, superintendents heard that "there are no noneducational affairs that should occupy the time of the

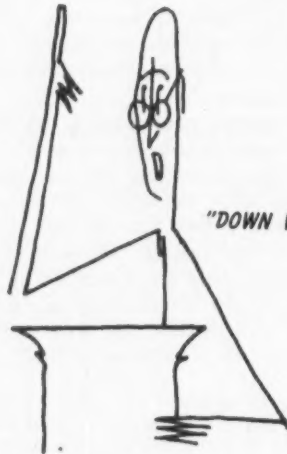
CONVENTION CHARACTERS



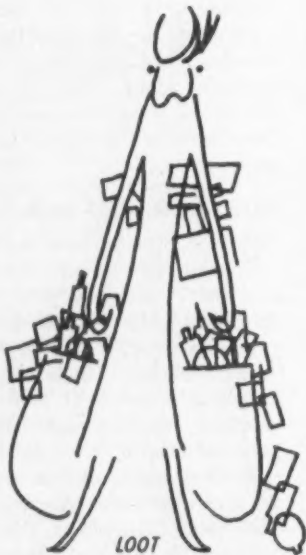
"OH WHAT A BEAUTIFUL MÖRNING!"



"DON'T LET IT GO
ANY FURTHER . . ."



"DOWN WITH MCCARTHYISM"



LOOT



VESPERS

superintendent." Surprised and skeptical schoolmen surmised that that was just another way of saying, "Life is education."

More advice to superintendents was the suggestion that they bone up on the history of America's public schools. The answers to many critics can be found there. Dorothy Thompson's recent outburst of nostalgia for the good old days becomes pretty hollow, said Commissioner Raubinger, when the facts of that time are considered. Fifty years ago with only 2000 American youths in college and with one out of 10 eligible youths enrolled in high schools, the times were definitely not good—just old.

EXCEPTIONAL CHILDREN

THE trend is toward more attention to the needs of exceptional children, but 60 per cent of the children having exceptionalities are not now getting the help they should have, according to William Cruickshank of Syracuse University. The school should provide the "assessment services" necessary to do the job of directing each child's talents toward the good life, considering whatever personal limitations exist.

"There's a difference between a defect and a handicap," asserted Dr. Cruickshank. "Each of you with glasses has a defect, but you don't consider it a handicap now that those horn-rims are perched on your nose. Accept into the normal environment the child who has compensated for his defect and has conquered its handicapping effects."

Progress in educating teachers to work with exceptional children has a long way to go, it was agreed, but the 175 schools now offering such preparation add up to exactly 175 more than existed in 1914.

REPORT CARDS

THE jolly news for Teacher is that those periodic letters to his parents reporting the progress or regression of Dennis the Menace are fast being replaced by a series of conferences with the Senior Menace or his lawful spouse.

Indeed it is good practice to let Dennis make his own evaluation provided he makes it of himself and not of Teacher.

"Promotion by age has backfired," Ruth M. Strang of Columbia's T.C. told a Wednesday group, "and retarded readers are piling up in junior high school."

In senior high school as well, according to Supt. Paul A. Young of York Community High School, Elmhurst, Ill. "The secondary school of today can expect students with reading skills ranging from a low of what would be expected of third or fourth grade pupils to a high of what would be expected of college graduates," he declared.

Mr. Young thinks this matter of reading skills in high school deserves more administrative concern than does any other phase of the curriculum today. Administrators must acquaint the faculty with the potentialities of reading improvement programs and, possibly, import a college trained specialist to conduct some in-service training in reading therapy.

Getting back to reporting pupil progress, the report card the child takes home should always "accentuate the positive." Specifically it should tell: (1) how the child is growing; (2) why he is, or is not, making the expected progress, and (3) what the parent can do about it.

KIDS WHO FOLLOW CROPS

HOW would I feel and what would I want to have happen if I were a migratory child?"

The superintendent who answers this question personally will be a long way toward the solution of the problem of the kids who follow the crops, says Howard Dawson, executive secretary of the N.E.A.'s Department of Rural Education.

Shirley Greene agreed. Mr. Greene, director of a research project for the National Council on Agricultural Life and Labor, described migratory children as occupants of a dismal sort of No Man's Land. Unwelcome and under fire from the schools, the laws, the economy, and the family, "many a migratory child when he gets beyond the fourth grade is an educational pioneer for his own family."

Mr. Greene warned that the school which tackles this problem is opening up a Pandora's box. "This is no single problem; there are social, political and economic consequences inherent here," and a community is sometimes not very keen on starting the snowball rolling. A case in point is the Michigan community which started to tackle this thing of children migratory workers and either found it too hot to handle or found the kids just not worth the effort.

The public must become aware of the problem, said the panel of Cali-

fornia superintendents provided as interrogators. America will not "dare forget the bitter ballad of the slums," they said. Slow to arouse at times, the citizens of our country "have never long tolerated gross inequity," promised Dr. Dawson.

PARENTS, NOT GOPHERS

THOSE aren't gophers at work on the school grounds of Winnetka, Ill. They are parents digging into curricular problems on the grass-roots level. The usual surface level of participation is too shallow for Winnetkans, ever alert to experimental work in the school community.

Supt. Gilbert S. Willey of the Winnetka public schools interested a Tuesday audience with his striking accounts of lay citizens participating with school people in curriculum planning. Said he, in summation:

"When the school system, *A*, and the community, *B*, unite in the study of common interests and problems, the result is greater than the sum of the two parts. There is engendered the third component part made up of increased mutual understanding and trust, respect, appreciation, friendliness and all the finer ingredients which make for an atmosphere for living and learning in a community."

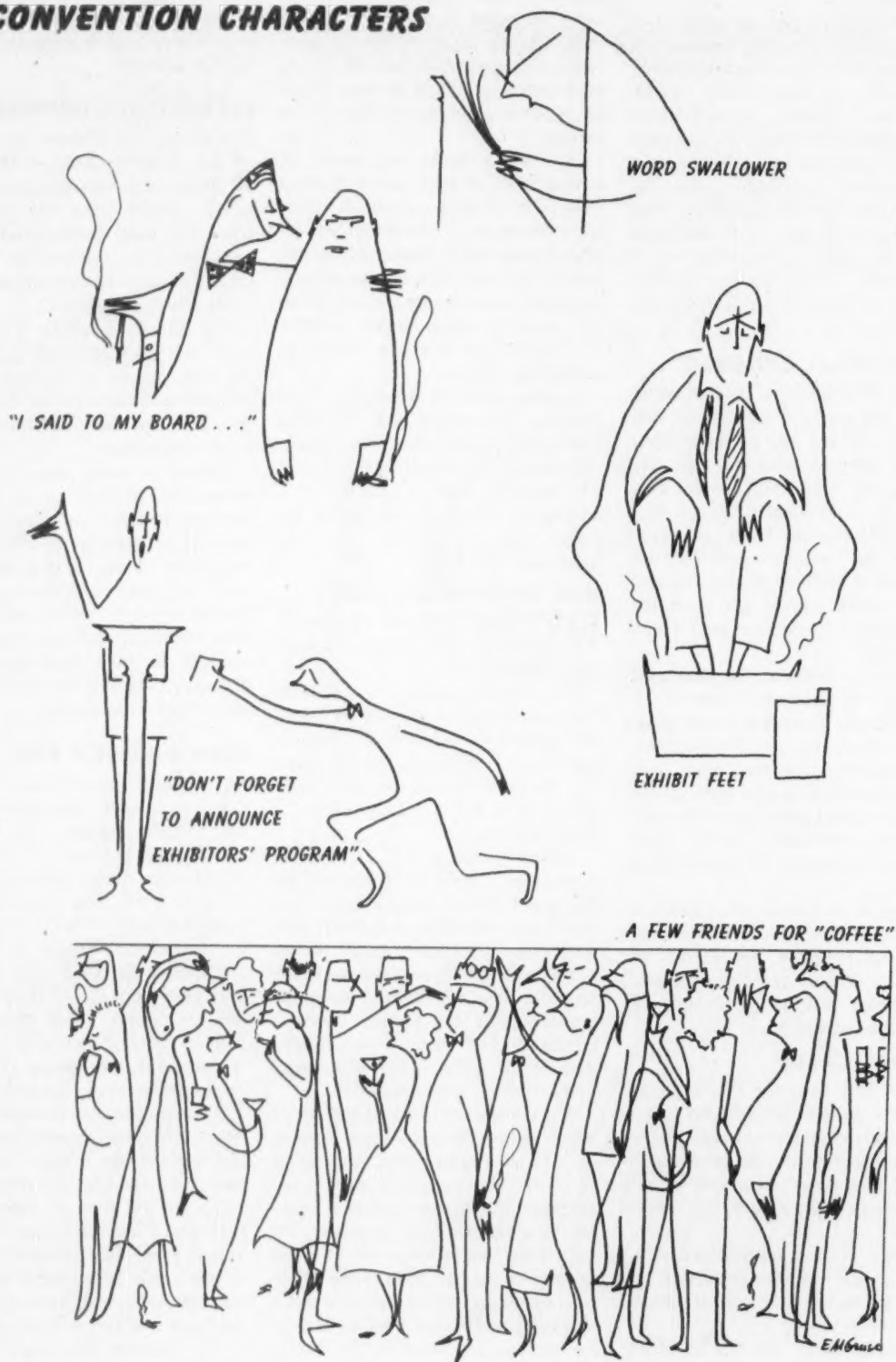
JOHN BOUGHT A BIKE

AT TIMES and in places, the American people have lost faith in their public schools. How is this faith to be renewed? How is the edge of current criticism to be blunted?

To find the answers to these two questions, look in the 1953 yearbook, its chairman, Lawrence G. Derthick of Chattanooga, Tenn., told the Monday morning session. There are two techniques, which he developed with some fascinating examples: (1) tell the story of the schools objectively, impressively, even dramatically, and (2) keep open the channels of two-way communication and give parents and lay citizens a share in making basic decisions affecting their schools.

To get the story of how a junior high school arithmetic class finally convinced John, their problem classmate, to buy a new bike instead of a rattletrap car, you will have to buy the yearbook and run it down. It is fair to tell that the class did a thorough job of investigating all the bugs in used cars in general and in their teacher's hasty purchase of a used car in particular.

CONVENTION CHARACTERS



INTERMEDIATE UNITS

IS THE county superintendent on the way out or on the way up? It looked Wednesday afternoon as if his office is decidedly on the way up, but nobody cared to predict the rôle of the county superintendent once proper reorganization of districts is complete.

From Pennsylvania and from California came descriptions of well stocked instructional materials centers with regular school pick-ups and deliveries, group and individual guidance services, and psychological and health services that now are functions assumed by the county superintendents' offices. For many of these services there is no basis under the law, but they are being carried on with excellent results.

The consensus was that many of these special services should be continued by an intermediate unit once the reorganization pattern becomes more or less complete.

GROUP RELATIONSHIPS

PLANETARY brotherhood" is the new phrase in group relations, members of a Monday discussion group heard, and they liked the sound of it on the tongue. The taste of it, though, can be pretty tangy and has to be acquired; they've sampled it, and they know. And now they must make it palatable to the children—it's extremely urgent that they do make it palatable.

Neither Chairman Frederick F. Quinlan of Lake Forest, Ill., nor the audience was surprised to have the job dumped in their laps. As Everett W. Clinchy, the eloquent president of the National Conference of Christians and Jews, told them, the responsibility for cultivating a taste for planetary brotherhood rests on the home, the church and synagogue, civic organizations, the press, radio and films—but the school can do the most systematic job of all.

Four superintendents who have had successful experiences in brotherhood projects related some of their activities.

OVERSEAS PROJECTS

CLASSROOM teachers in most states are selling souvenir stamps to help supply educational materials to underdeveloped countries. At a

Monday discussion group, A. J. Lambrinudi of New York City asked the superintendents to back their teachers so that they can carry on the work "in spite of malicious and irresponsible attacks being brought against them from many quarters." He also urged administrators to interest students in the UNESCO gift coupon plan.

The N.E.A.'s executive committee on Tuesday called upon teachers of the nation to provide clothing for the teachers of Korea—ready-made suits for men and woolen goods for women from which they can make their own garments. CARE will serve as agent for this phase of the reactivated Overseas Teacher Fund.

ADULT EDUCATION

SCHOOLMEN with beautiful plants standing idle every evening and schoolmen with facilities so swamped by adults that the pupils are griping got to talking Wednesday afternoon and learned from each other.

There was the California music building that no one entered. "Get a hell of a good music teacher," a schoolman volunteered. "Once at our high school we put out a 'Cooking' sign of evenings, but nobody nibbled. Then we tried a little buffoonery. We put up a 'Cooking for Guests' sign and brought in three or four local caterers as instructors. We were mobbed."

A man whose school plant is bulging evenings as well as days is Supt. J. D. McGehee of Lepanto, Ark. His philosophy in regard to community use of the school plant is this:

"Some of us school folks don't trust the public. We're always afraid the people will make a mistake. I say the people have just as much right to make a mistake as they have to make a right decision. Give them their head on the use of the school facilities. Mighty soon they'll come back and retract their errors."

RELIGION

EVERYBODY, including Mr. Satan, has found the released time program for religious education rather third rate.

Where it is operating, the best the churches have been able to do—from the Anabaptists to the Zoroastrians—is to entice one-third or less of the

public school children into these one hour a week classes.

The schools aren't too happy because the children remaining on the premises can do little more than mark time while their classmates are away.

Yet, Mr. Satan can't call the idea a failure except perhaps in Fairbury, Neb., where the ministers doubled as religious instructors. Parishioners' funerals and other local rites and wrongs kept interfering until after three semesters the clergy called it quits.

Three New York cities—New York, New Rochelle and Bronxville—for example, have proved that released time can operate under the federal constitution if certain simple rules are followed. These were given before a fair sized audience on Tuesday afternoon.

In Fort Wayne, Ind., and Richmond, Calif., the council of churches takes a trailer to the school, which obviates a Bronxville problem. There, to get to the church of one sect there was a long hike at 11 a.m., and the route led past candy stores and bakery shops. By the time their religious instructor received them, the kids were so plastered with jelly doughnuts, popsicles and bubble gum that her messages scarcely penetrated the surface.

On the whole, the school administrators were sympathetic toward the well intentioned efforts of local religious leaders to establish such programs, but, as Supt. Howard V. Funk of Bronxville put it, the experience to date "has raised new issues and settled none of the old ones."

TRANSPORTATION

TOO much pressure to transport more and more children who live closer and closer to school" is the big problem of school transportation, according to school superintendents faced with the issue.

Delos P. Culp of Alabama Polytechnic suggested walking is about as vital a part of our 1953 society as the cigar store Indian. Others in the room suggested its usefulness is also just as overrated.

Trying to agree on an optimum age for bus drivers was no easy task. Could teen-agers do it? Frank Cyr of Teachers College, Columbia University, emphatically said "Yes." "Many of us were out at age 17 making our way. What makes you think 17 year olds can't take responsibility for driving a school bus—yes, even a 66 passenger

job?" Furthermore, Dr. Cyr pointed out, safety studies show that more accidents occur among school bus drivers aged 20 to 25 than in any other age group. The states with laws prohibiting bus drivers under 21 are in for some severe needling from many of the superintendents taking part in the transportation discussion.

State laws still talk most in terms of mileage when it comes to who should get a ride. In some "enlightened" locales, however, laws are also concerned with other criteria—heavily traveled highways, multiple safety hazards, and the like.

THE EXHIBITS

THE bigness of the convention was shouted and echoed by the commercial exhibits. Largest by far in the history of the A.A.S.A., the exhibit covered more than 105,000 square feet in 700 booths of 500 different sponsors. Another 75 qualified firms had to be denied the opportunity to display their products.

"Bigness," too, was expressed in the fact that "big business" was represented by several newcomers. Large manufacturers of recreation supplies, household appliances, and furniture have discovered the school market with its pressing needs for new buildings, new equipment, and new supplies.

Improved products were displayed in all the general categories—classroom furniture, transportation, lunchroom and audio-visual equipment. Newness and improvement were achieved through designs emphasizing flexibility, color, comfort, better materials, and factory mass production of many items previously hand-made and built-in during the traditional course of construction of a school building.

School furniture topped the list of new products and developments, with 32 firms showing a wide range of designs. Displays of conventional classroom chairs and desks matched new designs in number but not in the attention they received from the convention-goers. New lines promised greater flexibility through such features as stackability, nestability and groupability. In some cases attachable (and, conversely, detachable) parts could be fastened to classroom chair structures to fill the differing needs of each individual school system.

In school transportation, too, new developments were in evidence. The adaptation of the transit type of bus to the school bus field was one of these new steps. This flat-nosed front has been in use by city bus companies for many years, and it has now been made available to school systems.

Another impressive and ingenious development in school transportation is the addition of hydraulic lifts to raise students confined to wheel chairs into the bus itself. Such lifts, which have been used on the back of trucks for some time, are now available on the side of school buses. These platforms are especially useful for crippled children and can lift a pupil in a wheel chair directly into the school bus without danger.

New developments were not confined to school furniture and school transportation, however. An advanced type of microscope projector projects on a regular sized movie screen an image of minute living organisms, usually seen only under a microscope.

Also, the vast variety of displays of instructional materials for kindergarten and early elementary grades makes one yearn to be a youngster again. This material is evident in toys, games reading materials, and products designed to aid in developing muscular and visual coordination.

Flexibility of design, already discussed in connection with school seating, has produced some new answers to the vexing problems surrounding lunchroom tables. New models were displayed that not only folded and stored in small recesses but also could be moved easily to any place in a school. Others were designed so that one half of a table top, divided lengthwise, could be folded down to form a seat bench.

Another "first time" product was the glass block especially designed for top lighting of corridors, gymnasiums and cafeterias, although also recommended for classrooms "if the blocks are properly placed." The ceiling block distributes light on a diffusion pattern rather than at directed angles.

Much in evidence was the new and better use of plastics in lighting fixtures.

Cabinetwork, including classroom storage cabinets, book shelves, laboratory work counters and even chalkboards, has been made more functional. These items of school equipment have been redesigned to become standard modular, movable units. Raw

materials used in their construction have been selected to fit improved factory production methods and to replace the haphazardness of on-the-job hand built methods.

Many new and old school equipment and furniture suppliers can be rightfully proud of the advanced and ingenious variety of new and redesigned exhibits shown this year at Atlantic City. The A.A.S.A. displays this year warranted and captured the interest and imagination of the conventioners of 1953 as never before.

Judging from the conversations about things to come, 1954 should be bigger and better. The war babies have grown up to be big business and big news.

RESEARCH

EDUCATIONAL research has outgrown adolescence and reached maturity—it has moved from the "cult" stage to a policy and program level, William C. Carr, executive secretary of the N.E.A., told the 400 who attended the annual banquet of the American Educational Research Association Monday evening. Dr. Carr recalled the "glitter, promise and prestige" attached to the term 30 years ago, when educational research was to lead us to the "pedagogical Utopia."

To show evidence of its maturity, educational research today must speed up and systemize its efforts to be of use in school administration and teaching. It should bring its findings to parents and lawmakers. It needs too, to be a little bolder in its conclusions.

Dr. Carr estimated that only five to ten million dollars annually is invested in research for education, as compared to billions of dollars spent for research by industry and the government. He urged that the administrator and researcher get together, because "research must be an essential part of the school program, and consequently an essential part of the school budget."

EDPRESS

CONGRESSIONAL investigation of schools and universities is more likely to be congressional interference," members of the Educational Press Association of America were

told at their annual luncheon by Alan Barth of the *Washington Post*.

Referring to Senator McCarthy's crusade, as augmented by Senator Jenner and Representative Velde, Mr. Barth described their intentions as "a barbaric invasion to enforce conformity on agencies of learning—an attempt of zealots to put upon these institutions the imprint of their prejudices—in short, the attack of ignorance on learning."

"Their idea of making the schools adjuncts of the state is in reality a communistic doctrine," he said.

INHOSPITABLE ATMOSPHERE

Educators who assume that congressional investigations are places "where reason prevails," and therefore schools and colleges have nothing to fear, are going to be surprised to find themselves "in an atmosphere that is inhospitable to persons of academic background. The hearings will be in terms of personalities, not truths, and the discussions will inescapably center on allegations of an Allan Zoll or a Mervin K. Hart. The total effect will be intimidation of American colleges and teachers."

Earlier in the day, members of the Edpress group gasped somewhat when Lyle M. Spencer, president of Science Research Associates, Inc., told them that "most adult educators do not read as well as, and certainly no better than, the average college freshman." Advising the editors on problems of readability, Mr. Spencer observed that "we overestimate the impact and coverage of the things we see in print, especially if it's our own product."

"What research has learned about mass merchandising can be applied to education's problems of communication," he said, as he urged that budgets for educational periodicals include provisions for studies to discover who really are the readers of the magazine, what they read, and why.

New officers of the organization were announced as follows: president, G. Kerry Smith, U.S. Office of Education; secretary treasurer (re-elected), Mildred S. Fenner, managing editor of the *NEA Journal*; vice presidents, northwest region, Henry Galbreth, editor, *Midland Schools* (Iowa); northeast region, Clara S. Littledale, editor, *Parents' Magazine*; southeast region, Vincent Raines, Alabama Education Association; southwest region, Inks Franklin, editor, *School and Community* (Missouri).

School Boards Accept Responsibility for Citizens of Tomorrow

A CONFIDENCE in the Eisenhower approach to federal aid to education, a belief that America's children should study the international approach to peace, and a determination to strengthen the American School Board Association—these were the "Big Three" of the ideas accepted by board members at their convention in Atlantic City February 12 to 14.

At the final business session the committee studying federal aid to education declined to report specific recommendations, stating that the committee had confidence that the present national administration will make its proposals on this issue after a complete investigation of the facts. Favoring continued federal help in federally impacted areas, the committee deferred its report another year.

By a vote of approximately 3 to 1 the delegates from the 41 states represented approved the teaching of international cooperation and America's

rôle in the U.N. and UNESCO. The theme of the convention was "Citizens of Tomorrow—the School Board's Responsibility," and the delegates recognized that citizens of the air-atomic age will need a world point of view.

With 600 board members present in Atlantic City—the largest convention yet held by the association—the delegates gave attention to problems of strengthening the organization. How it will be financed, maintained and enlarged into a more potent force in the nation's education were questions asked but left largely unanswered.

In his annual report to the association, President Frank H. Trotter told the board members that, while much has been accomplished for the good of the public schools through activities of the association, "more could have been done if the association had the funds adequately to provide the services requested to meet the needs of the various state school board associations."



Edgar Morphet, professor of education at the University of California, sits back, while Fred J. Hipp, executive secretary, New Jersey Education Association, and Glenn Featherston, director of administration of state and local school systems, U.S. Office of Education, lean forward to give some advice to J. H. Woodall, Woodland, Ga., president of the Georgia School Board Association, and C. H. Vaughan Jr. and Blair Gensamer, school board members at New Kensington, Pa.

To the problems of shortages of teachers, finance and school buildings were added some equally important issues by A.A.S.A. President Virgil M. Rogers. "Ensure all critics the right to be heard, but protect the schools from those who would misuse them and destroy them. Define and defend the right and responsibility of teachers and administrators to teach without fear of reprisal. Assure the continuation of the teaching of moral and spiritual values in a nonsectarian public school environment, as the best hope of preserving our free institutions."

William G. Carr, N.E.A. executive secretary, pointed out to the school board members that a new danger of federal encroachment on the local autonomy of schools may be developing. "Local boards of education face some difficult problems in the light of the announced intention of Congress to investigate schools and colleges. Locally and nationally, these are your problems."

STEP TOWARD REGIMENTATION?

"Is it necessary and proper," Dr. Carr asked, "for an agency of our national government to review your selection of teachers, your choice of textbooks, your policy on the composition of school libraries, or your rules regarding the use of your school buildings for public discussion? Does such an investigation under present conditions affront the concept of local control of education? Is the danger of subversion in our schools today so clear and so present as to justify intervention by the legislative branch of the national government? If these investigations should lead the Congress to enact or to suggest regulations governing schools, will this be the first step toward federal regimentation?"

In the keynote address, James A. Redmond, president of the Texas Association of School Boards and president of the Beaumont School Board, emphasized the importance of personnel policies in school board function. Reviewing the familiar facts of able college graduates by-passing teacher preparation curriculums and the alarming exodus of superior teachers from the profession into other fields of work, Mr. Redmond observed that "today, as never before, the importance and essentials of good sound employer-employee relationship are being recognized, particularly in school administration."

Some practical personnel policies were outlined for further discussion by board members as they met in small groups.

ALLY REPRESENTED

An ally in the field of lay school leadership, the Parent-Teacher Association, was represented at the convention by its president, Mrs. Newton P. Leonard of Providence, R.I. "I believe school boards and parent-teacher associations must develop a closer unity," Mrs. Leonard advised in her address at the first general session. "The channels of communication between the board and the P.T.A. must always remain open. Beyond the formal means of communication there must be the personal relationship—board members attending P.T.A. meetings; P.T.A. members attending all meetings of the board open to the public. We are consistent advocates of the 'open' school board meeting."

The challenge of television was dramatically presented by Paul A. Walker, chairman of the Federal Communications Commission, as he reminded delegates and guests of the convention that "the shortest year of

your lives is about over." June 2 is near at hand, Mr. Walker pointed out, and the question of extension is still much in doubt.

Warning the school board members who would accept "the greatest challenge in history for education—educational TV"—that a pattern of opposition is emerging in the current battle, Mr. Walker listed the four major tactics used in the strategy of delay as certain groups work to prevent valuable TV channels from becoming instruments of education.

DELAYING TACTICS

"First is the tactic to consume time by rehashing arguments that have grown old and stale. I am thinking of such hardy perennials as 'Why can't the commercial stations do the job?' The next tactic is that it is a marvelous idea, but this is not the time. Then there is the diversionary tactic of drawing the attack away from building stations to the tactic of concentrating the educators' energies on continuing the blanket reservations beyond June 2. The final tactic is to stir up as much controversy as possible over the modus operandi of control. Such is the strategy of delay which would lull you into the decision that TV can wait, but the tennis court really should be resurfaced this year."

The delegates resolved later in the convention to ask for an extension of the deadline for application for educational TV. Following Mr. Walker's suggestions, however, they urged that every possible effort be made prior to June to bring about speedy, definite action toward actual construction of stations.

The delegates officially commended the Cooperative Program in Educational Administration for "giving emphasis to the improvement and study of school board functions." Earlier the convention had heard Francis S. Chase, director of the C.P.E.A. in the Midwest, discuss the research and action phases of the program that relate to boards of education. "The effective board member is a person who requires facts to support decisions and considers it a part of his job to secure facts," Dr. Chase declared. "From his understanding he makes suggestions that are important in shaping policy. He is a member of a board which shares the responsibility for educational planning rather than merely reviewing proposals presented by its executive officer."



Mrs. Edith Beck, school trustee at North Bergen, N.J., talks with Charles A. Ficken, president of the board of West New York, N.J., and Joseph Arrigotti, a member of the West New York board.

SCHOOL board members are constantly being advised to take a vital interest in their schools. Most members accept this advice and do their best to further the ends of education. A few take this advice too seriously, possibly, become overly zealous in their activities, and carry their concern beyond the limits of the law. After all, some restraints upon the activities of school board members are provided by law.

One of the commonest curbs placed upon the activities of school boards is one restraining individual board members from having any private financial dealings with the board. Sometimes this is done by a special school law forbidding board members from becoming parties to a contract with the board; sometimes it is done by a general law forbidding any public officer from having dealings with any board of which he is a member—and sometimes with other public agencies, also.

Even in the absence of any such statute, however, the courts generally rule that a school board is without authority to contract with one of its members. The reasons for this are evident. In the first place, such laws and rules are necessary to prevent collusion. They are designed to prevent dishonesty and even graft. In the second place, such contracts violate one of the fundamental principles of the law of contracts, namely, that for a contract to be valid there must be competent parties. It is a legal adage that one cannot contract with himself. In the case of a contract by a board with an individual board member, the individual board member is, in reality, a party who contracts with himself.

NO CHOICE FOR COURTS

In spite of the fact that statutes and court decisions frown upon such contracts, boards continue to make them and frequently are haled into court as a result. Sometimes they do so because they are unaware of the legal prohibition; sometimes because board members become overly zealous and use this means of obtaining benefits for the schools, and, sometimes, but certainly infrequently, because of collusion. Nevertheless, when the court is asked to rule on the legality of such contracts, it must declare them illegal even though the schools have benefited, and sometimes greatly.

You can't do business with the School Board

if you're a member of it

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Recently, the district court of appeals of California was asked to rule on the legality of a school district contract in which a board member had a personal but rather indirect¹ interest. Section 1011 of the education code reads: "No member of the governing board of any such district shall be interested in any contract made by the board of which he is a member."

"WILLFUL, CORRUPT CONDUCT"

In this case the board of education had contracts with private corporations for the transportation of children. It required that the transporting companies insure their buses against public liability and property damage and for workmen's compensation. One member of the board, Mr. Becker, an insurance broker, was instrumental in placing some of the insurance contracts and, with several other brokers, shared in the commissions on the premiums. The premiums were based on the gross income of the company, so that the greater the income, the greater the premiums and the greater the commission that was shared by the brokers. A grand jury "presented an accusation of willful and corrupt misconduct in office" against Mr. Becker. The statute provided that if accusations were found to be true by the superior court, the accused should be removed from office. The trial judge found the accusation true and removed him from office, whereupon Mr. Becker appealed.

In its review of the case, the court of appeals described Mr. Becker as a man of unquestioned honesty and in-

tegrity. It found he had, for years, been in the insurance business and had acted as a broker for the company in question. When the charges were made against him, he sought the advice of an attorney who assured him his acts were not illegal. Two members of the board, both attorneys, discussed the matter and also so assured him. He argued "he was not guilty of willful or corrupt misconduct in office and that he should not have been branded as criminally corrupt."

The court pointed out that regardless of where its sympathies lay it was "bound by the findings made and the inferences drawn from the facts by the trial judge." In commenting on the law, it added: "It was the plain intent of the legislature . . . to prohibit even such an indirect interest as Mr. Becker had in the contracts of the board of education with Landier Management Company."

NO EVIDENCE OF COLLUSION

In the face of the fact that there was no evidence of collusion and none to the effect that Mr. Becker had used his position on the board to further his own personal ends, apparently, one cannot help but sympathize with him. The statute was clear, however, and, in such cases, board members should lean over backward to avoid even the appearance of wrongdoing.

In a concurring opinion, Justice Doran appeared to remove some of the stigma attached to Mr. Becker when he said: ". . . the phrase 'willful or corrupt misconduct in office' does not necessarily imply corruption or criminal intent. It means 'simply a purpose

¹People v. Becker, 246 P. (2d) 103 (Cal.).

or willingness to commit the act—a wrongful design to acquire or cause some pecuniary or other advantage to the person guilty of the act.’ . . . ‘The mere doing of an act forbidden by the statute is the sum total of the judgment against him.’”

In West Virginia the courts have, in recent years, removed several school board members from office because of their personal interest in contracts with the board. The law provides that it shall be unlawful for a district school officer to have a financial interest in the proceeds of any contract, in the letting of “which as such member, officer . . . [etc.] he may have any voice, influence or control.” The penalty provided for disobeying the statute is removal of the offending member from office as well as the removal of any other board of education member who knowingly approves such a contract.

In one case an action was brought to remove members of a county school board because one board member—a merchant—in one fiscal year sold and delivered to the district groceries and supplies which aggregated \$2913.50 for use in the hot lunch program and because the other board members unlawfully approved the violation of the code by approving the payment of the bill.²

UNUSUAL CASE

This case was unusual in that the money used to pay the bill was, in reality, part of a fund provided by the federal government, which sponsored the hot lunch program. The court, in ordering the removal of the board members, stated that the fact that the funds consisted of federal money did not prevent the application of the law—that Congress expected that federal funds would receive equal protection with those of the state.

To the contention that the supplying of groceries and supplies on order did not constitute a contract within the meaning of the law, the court ruled that, while each transaction was not a fully executed contract, all transactions “went to make up what was in effect an open running account of the board of education.” With reference to the question of whether or not the contract involved moral wrongdoing on the part of the grocer, who contended it did not because the prices charged were not excessive, the court said: “We

believe the simple answer is that his conduct was unlawful because forbidden by statute or was *malum prohibitum* as distinguished from *malum in se*.”

In another West Virginia case,³ action was brought to remove one board member—Mr. Ritchie—because he was pecuniarily interested in contracts with the board and to remove all other board members for official misconduct for unlawfully approving violations of the code by ordering payments on the contracts involved. Mr. Ritchie was interested in a contracting company; he held shares in the company.

MONEY SAVED

It was charged that the board entered into a contract with the company to grade an athletic field and approved payment of the bill. From the evidence it appears that the normal cost of the project would have been between \$5000 and \$7000 but that Mr. Ritchie's company did it at cost, presumably, and was paid \$1465.38—it even failed to include an item of \$400 in its bill. Mr. Ritchie was also interested in a hardware company, and it was charged that sales by this company to the board ranged from \$27.04 in 1945 to \$871.42 in 1947. All these supplies were furnished intermittently and on small separate orders. Most were purchased by the superintendent in charge of repair and maintenance of buildings, who was instructed to purchase them where available.

Mr. Ritchie testified that for the items he sold prevailing prices or less were charged and that on at least two occasions he informed the superintendent of repair and maintenance not to make any purchases at his hardware store except in case of emergency. It was clear that the superintendent followed this admonition with reasonable faithfulness.

Nevertheless, the court ordered the removal of Mr. Ritchie from office, in spite of the fact that his main crime seemed to be that of assisting the cause of public education financially. The court pointed out that the law was clear and “although harsh, its objects and purposes are salutary. The purpose . . . is to protect public funds and give official recognition to the fact that a person cannot properly represent the public in transacting business with himself. To permit such conduct would open the door to fraud.”

The court said that it was “impressed with the evidence of good faith on Ritchie's part. But his action alone is not sufficient to excuse him for the violation of the statute prohibiting contracts with the board, in which he was directly and pecuniarily interested.” Likewise, it pointed out that it was immaterial that he made no profit on the contract for grading, and the fact that he was guilty of no corrupt or immoral acts did “not prevent the application of the statute.” In addition, the court ordered the removal of the other board members on the ground that they knew or should have known of Mr. Ritchie's interest in the contracting company. In summation it said: “Common prudence dictates that men holding official positions must not deal with themselves in a private capacity, directly or indirectly.”

In another somewhat similar case the West Virginia supreme court of appeals also removed from office a board member who was interested in a motor supply company that sold materials to the board and to a mechanic of the board for the use of the board.⁴ It also ordered the removal of the president of the board, who, knowing the facts, approved the sales. It was contended that the sale of the parts was necessary to keep the school buses in operation because the parts were not obtainable elsewhere in the city. It was also contended that there was no collusion or fraud and that the company did not willfully or negligently engage in prohibited transactions. Nevertheless, the court remained adamant. It held that the fact that the board's employee purchased the supplies for the use of the board in his own name was immaterial. It did hold, however, that such purchases made before the board member took office but paid for later did not violate the law.

INJUNCTION GRANTED

A somewhat similar case was recently decided by the supreme court of Arkansas.⁵ The plaintiffs in this case asked for an injunction to prevent board members from contracting with the board, and, in addition, asked for the return to the district of all money received by any board member as the result of such contracts or sales. The court enjoined the board members from having any future private deal-

²Jordan v. McCourt, 62 S.E. (2d) 555 (W.Va.).

³Dowell v. School District No. 1, Boone County, 250 S.W. (2d) 127 (Ark.).

⁴Hunt v. Allen, 53 S.E. (2d) 509 (W.Va.).

⁵Alexander v. Ritchie, 53 S.E. (2d) 735 (W.Va.).

ings with the district, but it refused to order the return of any money already paid to board members as a result of such transactions.

Specifically, charges were made against two individual board members. Neither board member had taken unfair advantage of the district. The worst that could be said of each was that he was overly zealous in trying to assist the district in a financial way. In the case of one board member, his crime was that of paying some workmen of the board out of his own pocket and being reimbursed by the district in the form of a warrant. The workmen finished their job after the school office had closed for the day. They wanted their money, and the board member paid them \$26 out of his own private funds. The district, then, issued a warrant for the \$26 to him rather than to the workmen.

Mr. Millburn, the other board member, had dealings with the board of an entirely different nature. He was interested in a wholesale grocery company and arranged it so that the district was able to obtain supplies from his company at a wholesale price. During the trial it was stated—and never contradicted—that the district not only received every item for which it was billed but also saved hundreds of dollars as a result of this arrangement. In spite of this, the court found it necessary to enjoin these board members from having any dealings of a similar type with the board, and said: "Even though the two school directors had been favoring the district in prices, etc., nevertheless they should not deal privately with the district." It then cited the oath required of each board member in which he declared he would not be interested in any such contracts.

"RISKY" PROCEDURE

A reading of these cases leads one to the conclusion that it is "risky" procedure for a board member to contract with his own board. Frequently a board member, as a result of his job, develops an intense interest in the cause of education and attempts to make financial savings or contributions to the district through the medium of private contracts with the board. In such a case his motives are admirable, but his judgment is bad. His forced removal from the board and a besmirched name—both of which can easily result—appear to be too great a price to pay. A board member who has such an in-

terest, as well as one who wishes to profit from contracts with the board, would do well to resign his office first. Otherwise, he may find himself in court.

It behooves all board members to be particularly careful and to avoid even the appearance of wrongdoing. While the rule or law that forbids board members as individuals from having any pecuniary interest in contracts of

the board may appear, at times, to be a harsh one, a little reflection will lead to the conclusion that it is a just one. While such a law is designed to protect the school district and the public, primarily, it also affords protection to each individual board member. It helps to remove suspicion of collusion, fraud and graft. Therefore, if for no other reason, boards should demand its strict observance.

Should Laymen Evaluate the School Plant?

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THE steady trend toward greater participation by lay citizens in school affairs has raised the question of the advisability of laymen's evaluating the school plant. Is it feasible for local citizens to attempt to appraise the school plant facilities that they and their children use? Or is this a job for the expert only?

Perhaps a prior question is: Can laymen do a satisfactory job of evaluation? In order to answer this question, let us first examine the real purposes of appraising school buildings. It is generally agreed that one important purpose is to determine whether the school plant is adequate to house the present and anticipated enrollments. In this case a knowledge of present and predicted enrollments supplemented by access to the standards of pupil and program space requirements should enable the average lay citizen, upon inspection of the plant in question, to answer the question of adequacy.

A second purpose, no less important, is to determine the suitability of the building for the educational program to be housed. This is, indeed, a more difficult task. It requires that the appraiser have a general knowledge of the program to be housed and preferably an opportunity to consult with the

teaching and administrative staff to get firsthand information in this area. Since those who are responsible for carrying on the educational program may be expected to be most keenly aware of the factors of suitability of the plant, a fairly accurate appraisal may be made from a conference with these people if the appraiser is acquainted with the broad outline of the program. It is not too much to expect of a layman to acquaint himself with the outlines of the educational program that exists in his community.

Another purpose of evaluation is to determine the relative safety of the school plant. Are there hazards present that endanger lives and limbs of pupils? Is the building fireproof? Are there safety fences where necessary? Are stairways safe? These and many other questions pertaining to the safety of the plant may be satisfactorily answered by the intelligent lay citizen if he has a check list to which he may refer as he examines the building and site.

Still another purpose of evaluation is to determine to what degree the plant provides a healthful environment for pupils. We want to know if it is free from dirt, noise, odors and gases. Is the building properly lighted? Are heating and ventilation satisfactory? Is



Members of the citizens' building evaluation committee at Lawrenceville, Ill., take notes while they examine the facilities in a local school.

the water supply pure and adequate? These and similar questions may be answered by the lay citizen after inspection of the building and site.

Is the school plant efficient? Is it economical to maintain? These questions represent important objectives of appraisal because of their financial implications. Some of the things that make an efficient building are absence of unusable space, a floor plan that allows a smooth flow of pupil traffic, and service systems free of leaks and stoppages.

An economical building is characterized by low heating costs, minimum maintenance expense, maximum use of natural light, and similar features.

An analysis of the building in terms of efficiency and economy seems well within the ability of an intelligent lay person. Particularly is this true if the custodian and other service personnel are available to answer questions and discuss features of efficiency and economy.

OTHER OBJECTIVES

Other common objectives of appraisal include measurement of the plant in terms of accessibility, flexibility, expansibility and appearance. If the average person is provided with a suitable guidebook or manual which directs his attention to the details that contribute to each one of these characteristics and gives some idea of their relative importance, he should have little difficulty making judgments.

The foregoing discussion attempts to make the point that if we are willing to appraise the school plant primarily in terms of its functional characteristics rather than its mechanical aspects we can expect the typical lay citizen to do a satisfactory job if he is provided with an understandable guidebook or manual containing a check list of items to look for and suggested standards and criteria. Consultation with administrative and teaching staff members, as well as with custodial and service personnel, is highly desirable.

VARIETY OF SKILLS AND ABILITIES

If we combine the abilities of a number of citizens by forming an evaluation team of five, ten, or even a dozen people, we increase the chances that an accurate appraisal will be made. This is true because such a group will typically represent a wide variety of skills and abilities which may be integrated in a group consensus. As a result of such a team appraisal many items are considered which frequently are overlooked by the individual appraiser, whether lay or professional.

How accurate will such an evaluation be? Will it be a valid appraisal? In a recent study¹ conducted in connection with a school survey, building appraisals were made by three teams,

one composed of laymen, one of teachers, and a third of professional building consultants. The same buildings were evaluated by all three groups. The rating instrument used in the evaluation was based on the functional characteristics of the school plant.² The ratings of all three groups showed a high degree of consistency. There were few significant differences found in the scores assigned to the individual items of the appraisal.

FEASIBLE AND DESIRABLE

Let us now turn to the question of feasibility. It would seem to me that once we have established the competency of lay people in school plant appraisal, not only the feasibility but also the desirability of their participation follow automatically.

The appraisal of the school plant offers a rich opportunity for citizens of a community to participate in educational planning. Certainly the prerequisite of any building program is an inventory and evaluation of the existing plant. The involvement of citizens in the project is one of the best ways to obtain a thorough and complete analysis of school housing. Furthermore, this type of participation makes it possible for the citizens of the community to know and understand the building needs of their school system. Finally, such involvement is one of the best ways of ensuring intelligent support of a sound program for meeting school building needs.

¹Landes, J. L.: A Study of Variance in Group Perceptions in the Functional Evaluation of School Buildings. An unpublished thesis. University of Illinois, 1953.

²Landes, J. L., and Sumption, M. R.: Citizens Workbook for Evaluating School Buildings. Dubuque, Iowa, Wm. C. Brown Company, 1951.

CHALK DUST



MARCH CALENDAR

MARCH IS THE MONTH of lions, lambs and basketball tournaments. In the general excitement, both basketballs and heads are likely to roll freely. If the team loses the ball, it loses the big game, but if the school superintendent doesn't keep his eye on the ball, he loses his job.

In his relationship with his board of education, the school administrator might well take a lesson from his basketball coach. Maybe the superintendent should study more thoroughly the uses of the bounce, the dribble, and the fast getaway. "In the past year," says one of our excellent publications directed to coaches of basketball, "there has been considerable interest in variations of the dribble. There has been a change from the single bounce to the double bounce and use of the unlimited dribble. Too many players have developed a habit of dribbling each time they gain possession of the ball. Perhaps one of the simplest ways of avoiding the misuse of the dribble would be to eliminate the dribble entirely."

At first reading this sounds like a lot of dribble, but maybe there is a lesson here for the school administrator.

BEWARE THE IDES

AS A SERVICE to all school administrators, who are popularly suspected of notorious weakness in mathematics and estimates of building costs, this unofficial guide to computation of income taxes is made available.

Proper forms may be obtained at the local bank when the superintendent goes on his visit to renew his monthly note. The income tax blank should not be confused with the application for bankruptcy, although they are similar in many respects. In the space reserved for name, the victim should write his given name but should not include the names he is vulgarly called in meetings of the Common Council and the Taxpayers' League or by parents whose offspring didn't make the grade. Telephone numbers need not be included if the superintendent is in arrears with the telephone company and service has been discontinued. If this is a joint return, include the address of the joint. Do not include exemptions for children left at the school by parents who have forgotten to collect them.

Under "income and other compensation" one should approach the salary question realistically even though it may give the Internal Revenue Bureau a hearty laugh. Total salary must include the unseen items which were deducted when you were not looking and which have gone down the drain long ago. Retirement payments, group insurance, garnishees and other incidentals must be included in order that the total salary will restore

some of your self-esteem. To avoid embarrassing questions as to where the money, which didn't come, went, do not discuss the total salary (imaginary) with your wife (reality).

However, total income need not include public dinners at which the superintendent was the substitute speaker or testimonials presented by groups that thereby hoped to speed the administrative departure in a false haze of good will. Loving cups won by the music department are also exempt even though they are capital gains when used as ash trays.

Ignore page 2 of the tax return. This is concerned with money from dividends, capital assets, income from estates, and other esoteric matters unknown to school superintendents. No tax collector in his right mind will expect a schoolmaster to mar the purity of page 2. Therefore, use this page for memorandums to your faculty or for writing imaginary replies to complaining patrons.

At this juncture things may appear pretty dismal, but, oh, look! You are entitled to some deductions which have been thought up in order to preserve your sanity. Turn quickly to page 3, where you will find these familiar headaches. You are entitled to deductions for contributions, but that doesn't include tickets to the Policemen's Ball, overtime parking tickets, or emergency cookies for the P.T.A. You can, however, include the money spent when you were hijacked for organizations you never wanted to join anyway.

The deductions for medical expenses include a lot of ills, but the regular occupational diseases of a school superintendent (fallen arches, flat feet, insomnia, stomach ulcers, and so forth) will not be allowed. Figure the medical expenses carefully, but it won't get you anywhere because there is a 5 per cent joker that leaves you about where you started.

Every other deduction should be included under Miscellaneous. Read the official instructions carefully, and you will find that Uncle Sam knew all the excuses long before you thought them up. Leave this space blank for someone else to argue about.

Finally, compute the normal tax, if you are still normal, and sneer loudly at the space left for surtax. This one will give you another hearty laugh. Add all of the totals and attach your board of education to the upper left-hand corner. It will be good enough for them, too. Now, buy yourself an aspirin tablet and deduct the cost under necessary expenses. Hustle to the bank and re-borrow the money you just paid, and wait patiently until the paddywagon arrives for you.

There ain't no way to judge it—as I used to do before—for my dollar's worth of budget—now costs me three or four.

Integrating HEALTH EDUCATION

with the school lunch program

OLIVER E. BYRD, Ed.D., M.D.

Director, Department of Hygiene, and Professor of Education
Stanford University

THERE are two ways in which health education can become a part of the school lunch program. Either the learning experiences of the classroom can be brought into the lunchroom or those of the latter can be taken into the classroom. Obviously it is better not to depend entirely upon either of these two procedures alone but to use both of them in a cooperative effort on the part of teachers and lunchroom personnel.

At least five major sources for ideas should be explored and encouraged. They are:

1. The pupils. Schools have long been overlooking the great opportunities for pupil planning of learning experiences in the lunchroom or in the classroom. A simple starting point might be for the lunchroom director to sponsor a contest, with prizes to be awarded for the five best suggestions from pupils on ways of making the lunchroom a classroom in terms of learning about health and nutrition.

2. The teachers. The lunchroom director who makes it known to teachers that the school lunchroom is available for a laboratory in learning experiences in health and nutrition should sooner or later find teachers who are eager to try out some ideas. An announcement at a faculty meeting or an individual discussion with a teacher on the subject of cooperative effort may start a flow of teacher suggestions as to how the classroom and lunchroom can be brought together.

3. Lunchroom personnel. While the teacher is presumably the expert in educational methods, the lunchroom director and her assistants may well be

the experts in nutrition. One simple way of stimulating teachers is to bring to their attention facts and new research in the field of foods and food consumption, with a kindly challenge as to how this information can be used in a learning situation. Ideas on teaching methods, too, are not the sole property of intelligent and experienced teachers. Lunchroom personnel can be encouraged constantly to express ideas on possible learning situations that can be worked out in the classroom or the lunchroom.

4. Supervising personnel. Supervisors and directors enhance their status with teachers and other school personnel when they have constructive ideas for teaching situations, rather than criticisms for what the instructor may



be attempting. Supervisors of classroom instruction see many teachers in action and are in an excellent position to pass along suggestions for teaching methods or subject matter for learning situations, even when their observations have not been in the field of nutrition or health.

The lunchroom director should seek the help of supervisors, curriculum directors, and others for discussions of possibilities for making the lunchroom into a classroom where learning experiences for the pupils will be the customary and expected feature.

5. Parents. Parents, with practical kitchen experience and often an ab-

sorbing interest in achieving better nutrition for their children, can be a source of practical suggestions for lessons in eating. The lunchroom director who keeps parents informed about school activities in the field of nutrition and who seeks the help and thinking of parents through P.T.A. meetings or in personal discussions with parents invited to observe the school lunchroom in operation may well expect to receive good, even if not abundant, suggestions.

ADMINISTRATIVE COOPERATION

It is not the function of the school principal or other school administrators to do specific thinking for either the teacher or the lunchroom director. It is necessary, however, that the administrator express a policy, supported by the board of education, that a welding together of classroom and lunchroom activities into learning situations is favored and encouraged.

The administrator who invites the lunchroom director to the regular faculty meetings tends to create in the minds of the teachers the impression that the director is a part of the instructional staff, a thought that is basic to the use of the lunchroom for learning experiences.

The arrangement of in-service training programs which stress cooperative effort on the part of teachers and lunchroom directors is a responsibility of the administration.

The principal or superintendent is not to be looked upon by the lunchroom director as a source of specific suggestions for cooperative learnings but is to be sought for an over-all expression of policy, for an expression of confidence in the manager as a regular part of the school faculty, and for arrangement of in-service training

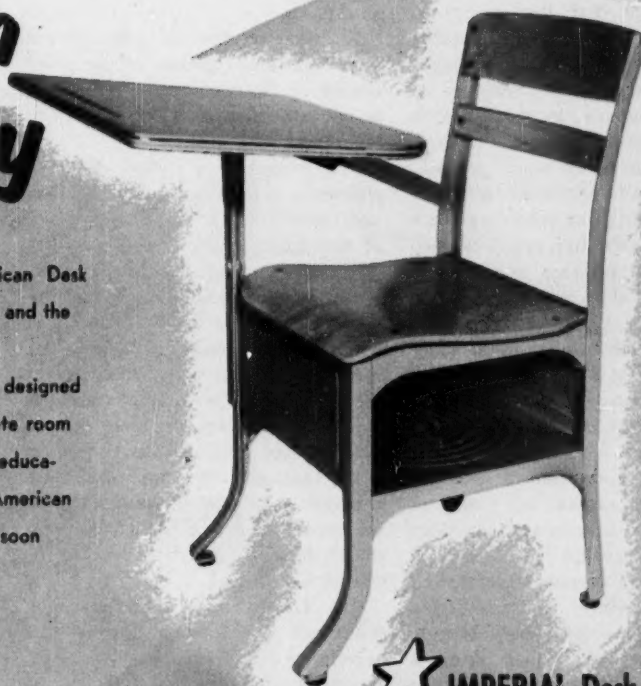
From an address given at the annual meeting of the American School Food Service Association in Los Angeles, November 1952.

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programs that enrich the possibilities for integration of health education with the school lunch program.

BASIC CONCEPT ESSENTIAL

The concept that the lunchroom is another classroom where learning situations for pupils can be arranged is basic to the development of an integrated program. In those schools where the lunchroom is seen only as a public restaurant on school grounds, separate from educational activities, there is little hope of achieving much in the way of educating pupils through the lunchroom facilities or programs, nor is it to be expected that classroom teachers will seek assistance from the lunchroom directors in arranging learning situations in the classroom. Concept will dominate practice.

The person in any particular school most interested in achieving integration of learning experiences in health and nutrition cannot be predicted. This individual may be any classroom teacher, the principal, a supervisor, the school lunchroom director, the curriculum director, or some other person. The important question is not who is most interested in bringing about better cooperation but whether this person will make a proper move to initiate learning experiences centering on the school lunchroom. Too often interest and intent are never hitched to the wagon, so the wheels of progress do not turn.

TWENTY-FIVE IDEAS

While every effort should be made to encourage the contribution of ideas from others, such as pupils, teachers, supervisors and parents, it is well for the director to initiate the program with suggestions of her own.

The following list of 25 ideas for learning experiences in health and nutrition does not represent original thinking on my part but reflects group effort and actual experience in some school, workshop, conference or institute.

1. Pupil participation in the planning of the menu for a single meal, under the direction of the classroom teacher and the lunchroom director.

2. Puppet show dramatization of problems associated with eating habits of the children; planning and production of the show by pupils, teacher and lunchroom personnel working together.

3. Lunchroom operation of a question box or suggestion box, for get-

ting pupil ideas about improvements in the school lunchroom.

4. Establishment of an orientation program for acquainting pupils with the purpose and use of the school lunchroom.

5. Encouragement of participation by various racial groups in the preparation of "International Day" menus as one aspect of social science study of international groups.

6. Provision of a special table for athletes as part of a training program, with emphasis upon the significance of nutritional habits in sports.

7. Participation by mathematics classes in the calculation of costs, inventory and other financial aspects of the school lunchroom.

8. Cooperation with art classes or individual pupils with artistic abilities in the preparation of food posters, murals, place mats, napkins and so on.

9. Assistance by the lunchroom manager to pupils preparing articles for the school newspaper on food and nutrition and the function of the school lunchroom.

10. The provision of midmorning snacks of a wholesome nature as a service to pupil groups. Educational emphasis upon good foods.

11. Establishment of a professional reading shelf in the lunchroom for teachers and pupils interested in learning more about nutrition.

12. Erection of a bulletin board in the school lunchroom with constant shifting of materials for educational purposes.

13. Use of the school lunchroom as a laboratory for experimental study in foods and nutrition by science classes.

14. Establishment of an advisory committee of faculty members to work with the school lunchroom personnel toward making the school lunch a learning experience for the pupils.

15. Provision of instruction in the setting of the table and in table manners by means of films, assemblies, demonstrations, discussions and so on.

16. Provision of cards with brief factual information about foods instead of mere indications of prices.

17. Arrangement of pupil tours through the kitchen with emphasis upon good sanitation and its significance in food preparation.

18. Use of pupils as host and hostess at family service tables in the lunchroom, with instruction of pupils in proper conduct.

19. Announcements of special foods or dishes, with something of their

value, over the public address system from time to time.

20. Provision of information on foods and nutrition for pupils in public speaking classes who wish to speak on such subjects as restaurant sanitation, history of certain foods, and so on.

21. Arrangement of a nutrition course in the school lunchroom by means of a brief daily self-test, in which a quarter sheet of paper is given to each pupil with a nutrition question. The answer to the question is to be given on the opposite side of the paper.

22. Obtaining gifted speakers for student assemblies from time to time. The topic should be one of current interest in the field of foods and nutrition.

23. Distribution of free materials on nutrition to pupils, teachers and parents.

24. Cooperation with garden clubs and classes in agriculture in the growing of foods.

25. Arrangement of model food displays for classroom discussion and analysis as a learning experience in nutrition.

CONSTRUCTION OF LEARNING UNIT

It takes time, thought and effort to construct a learning unit, but the preparation of a multiple number of short, concise units that can be distributed among interested teachers in various classes or parts of the curriculum is the best method of getting started toward better integration of health education with the school lunch program.

The difficulty in constructing such learning units is that much time and effort are needed. If a cooperative approach can be made toward the organization and production of such units, with lunchroom personnel, teachers and pupils working together, the task will be more easily achieved with greater learning values for all.

In the last analysis the problem is not one of integrating health education with the school lunch program. The two are essentially one and the same since nutrition is an important part of the total health problem. The task is one of integrating classroom and lunchroom activities in such manner that nutritional experiences come to be recognized as ones which have a universal relationship to all aspects of life and hence to all of our learning experiences.

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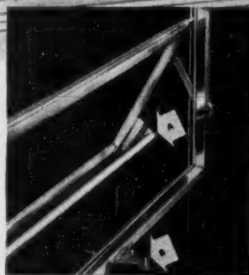


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LIFE BEGINS AGAIN AT 40

for this Minneapolis high school cafeteria

ALBERT T. BISHOP

Formerly Assistant Superintendent in Charge of Business Affairs
Public Schools, Minneapolis

L. E. LEIPOLD

Principal, Nokomis Junior High School
Minneapolis

SCHOOL lunchroom business today is big business. This year American students will spend almost a quarter of a billion dollars in their school lunchrooms. In Minneapolis alone students last year spent half a million dollars in high school cafeterias, in spite of the fact that figures reveal an extremely low percentage of student participation in the lunch program.

But in some degree Minneapolis school lunchrooms serve almost the total student body. While many boys

and girls bring lunches from home, supplementing them with a bottle of milk or a dish of ice cream, others depend daily upon the school cafeteria to provide their entire noon meal.

A year ago Minneapolis school authorities realized that the Central High School lunchroom was, as a teacher expressed it, "coming apart at the seams." They were then faced with two alternatives: They could initiate a patchwork policy extending over a period of years, taking a few stitches here and a few stitches there.

If this policy were followed the necessary expenditures would be allocated over a period of several years and therefore would not be extremely noticeable in any one budget. Or a complete renovation job could be done at one time. This would mean a considerable expenditure of money, but when the refurbishing job was completed the administration could feel it was complete and that no more need be spent for a long time.

Although Central High School was built in 1912 it was still structurally



Renovated cafeteria at Central High School. Before the renovation program began the school lunchroom was badly lighted, had high ceilings, somber and depressing walls.



PANORAMA ROOM—O'BRIEN BROTHERS
RESTAURANT, Waverly, New York
O'BRIEN BROTHERS with Tuskegee Trained Staff

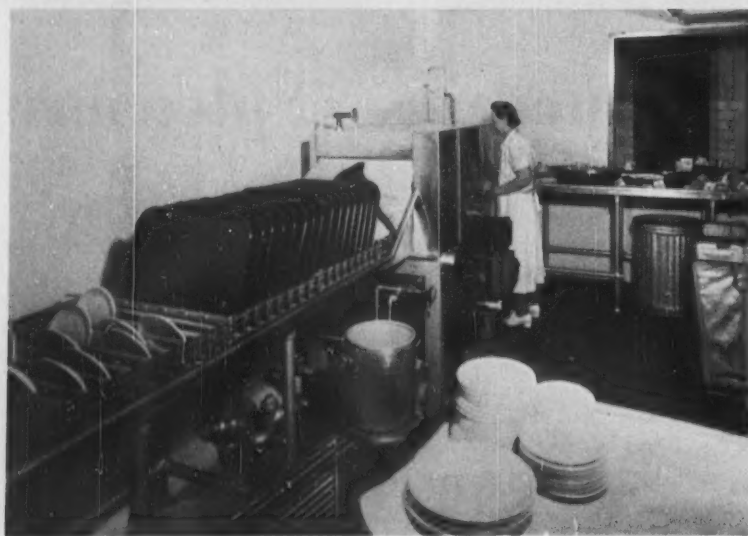
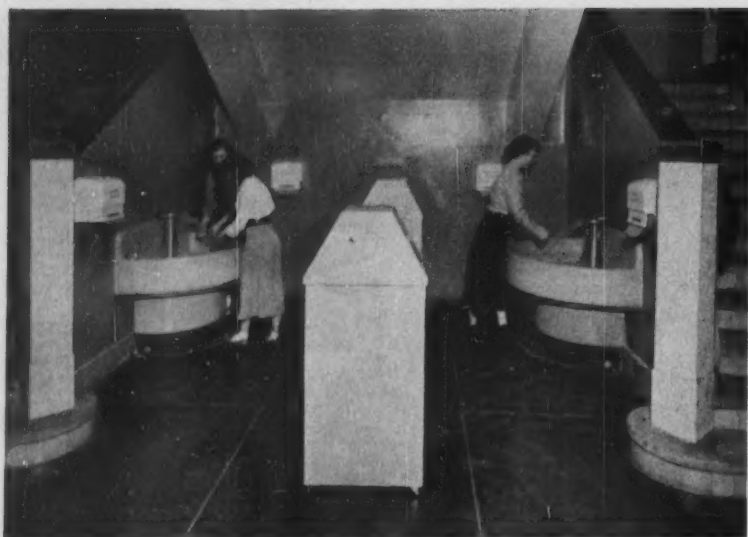


The modern Sexton Ice Tea Dispenser

A double measure of pleasure

Scenery and service make O'Brien's at Waverly, New York, one of America's famed eating places. Through its glass-walled dining room, the visitor looks out over the Chemung River Valley. Its selective menu includes the finest foods, served by a meticulously trained staff. Into this picture, Sherman Blend Exquisite Tea fits naturally. Travellers who stop at O'Brien's or other equally distinguished eating places, discern and approve the rare fragrance and bouquet of this specialized blend of teas from the fields of Ceylon and the slopes of the Himalayas.

JOHN SEXTON & CO., CHICAGO, 1953



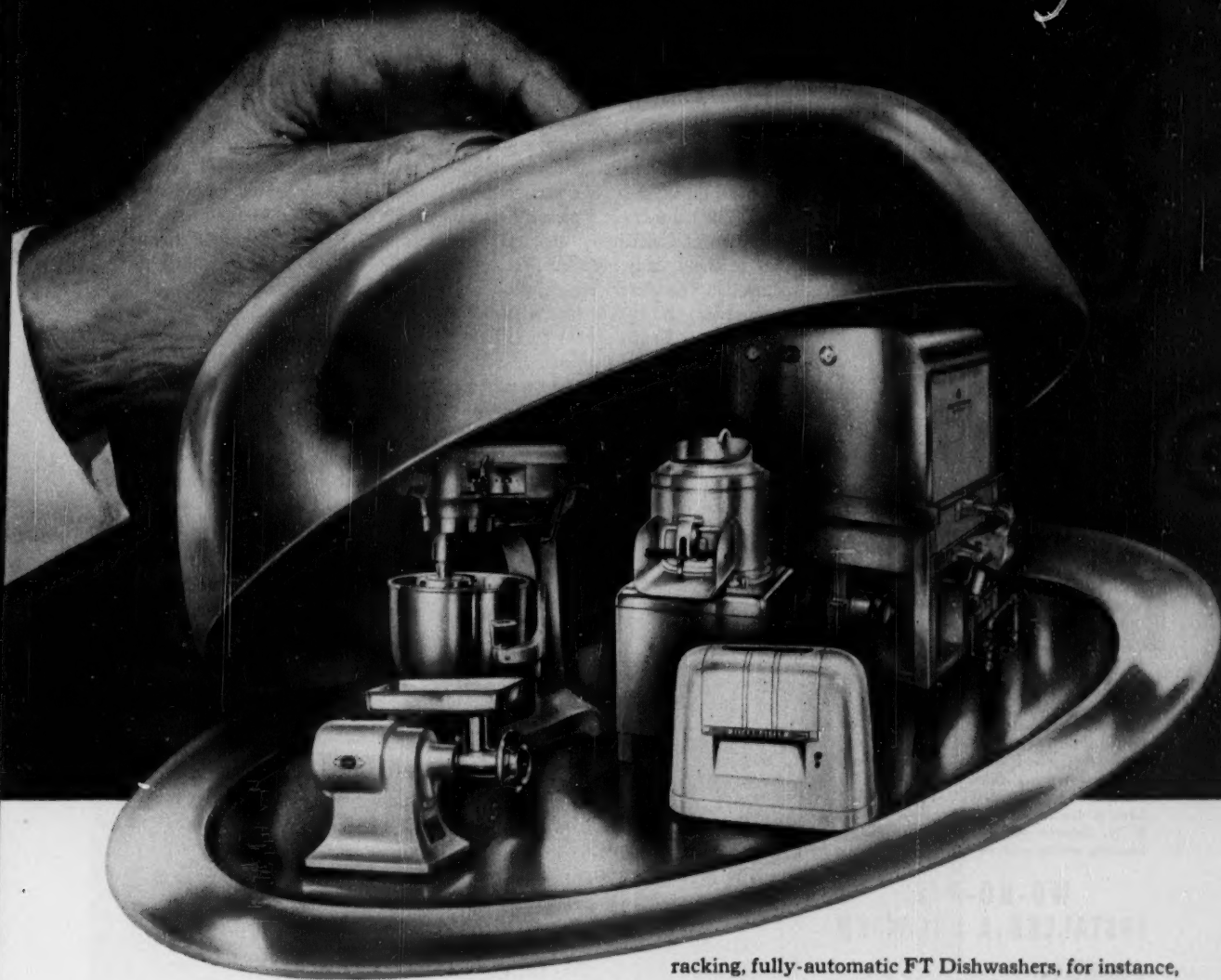
sound at the time the lunchroom renovation program began. The replacement cost of the building today would run between three and four million dollars. To do a complete job of remodeling the lunchroom to the point at which it would adequately meet the needs of today's educational program would cost an estimated \$50,000. An additional \$20,000 would provide the "extras" which would take the lunchroom out of the bare minimum class and put it in a condition that would completely meet the needs of the student body. This was the goal eventually decided upon.

Almost four months was spent in planning the remodeling program. Every interested person — parents, teachers, students and cafeteria workers — worked with the director of lunchrooms, the assistant superintendent in charge of business affairs, and the superintendent of schools in order that no detail would be overlooked. Here was a lunchroom that would, when completed, serve generations of students to come. Hundreds of persons would daily make use of its facilities. The effect of mistakes made during the planning period would be felt down through the years. The vision of the planners must not be clouded by penuriousness if the objectives which the group set for themselves were to be achieved in full manner.

Today, a year after the planning began, the Central High School lunchroom is the pride of the community. It is a room which one immediately likes as he enters it. The new false ceiling is acoustically treated; there are no disturbing noises. The modern recessed lighting units brighten the room without glare. The small tables with their laminated plastic tops suggest a commercial lunchroom of the better type rather than a typical school lunchroom.

Chairs of modern design have replaced the conventional stools. The tile floor sends forth no offensive reverberations. Large murals painted

Top of Page: Handwashing area was waste space prior to installation of wash fountains. **Center:** Remodeled kitchen of Central High School cafeteria. **Left:** New dishwashing machine in operation. Note in the background the window at which the dishes are returned.



To Come out Ahead Today ORDER HOBART!

Check food and kitchen machine installations in the most successful kitchen operations that you know. You'll see what we mean. With food prices bumping the ceiling—with overhead burden still rising—there's only one way to maintain menu standards. That's to productively increase output and make the most of ingredients with Hobart food and kitchen machines.

Why Hobart? Because, in design, in specifications and in every manufacturing detail, Hobart reflects the advantage of more than half a century of the food industry's cooperation. We don't change models every year—but every change reflects a new performance answer to your newest problem. Our new continuous-

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DISHWASHERS	GLASSWASHERS	MIXERS	PEELERS
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KEWANEE DISHWASHER SIMPLIFIES WORK IN BALTIMORE LODGE

Wo-Ho-Mis Lodge, Baltimore, Maryland, is a residence hall for 67 young business women and students. The management purchased a KEWANEE Dishwasher to simplify the work involved in serving daily breakfasts and evening dinners. Every day for two years this KEWANEE Dishwasher has been in operation for 4-hour periods. Mrs. R. W. Simmers writes, "It has given satisfactory service and we like it very much".

WO-HO-MIS INSTALLED A PRE-WASH



A complete pre-washing and washing operation for only \$524.00*. Meets all Health Dept. requirements—thoroughly pre-washes, thus has practically no carry-over of soil to washing and rinsing compartments. Washes and rinse-sanitizes up to 3000 dishes per hour . . . also handles glasses, silver and utensils. Notice how compact it is—requires only 11 sq. ft. floor space. Heats its own water—requires no booster.

• WRITE FOR COMPLETE INFORMATION and ask also about our famous Standard Unit—a complete dishwashing operation for only \$396.00*. (*All prices FOB Kewanee, Ill., and subject to change without notice.

**KEWANEE INDUSTRIAL
WASHER CORP.**
KEWANEE, ILLINOIS

by the students are strikingly displayed above the entrances.

The effect upon student behavior has been significant. A former atmosphere of restlessness and rowdiness has been replaced by one encouraging good table manners in a pleasant social environment. Formerly policed by two teachers daily, the area is now controlled completely by the students themselves. Boys and girls who once hastily ate their lunches with the thought in mind of "eat and get out" now linger to visit leisurely with one another, to listen to records of their own selection, with the music coming undistorted from 27 strategically placed speakers, or to participate in social dancing.

STUDENT, FACULTY COMMENT

"Nobody liked to come down here before," said the president of the student council. "Now the lunchroom is the most popular place in the building."

"Why shouldn't it be?" asked the assistant principal. "It's the best lighted and most cheerful room we have."

"And it has the best seating, too," added the student council faculty adviser.

The principal, new to the building this year, said simply, "It's wonderful."

On any weekday morning half a dozen lunchroom workers can be found in the kitchen busily preparing for the coming lunch hour. Everything is arranged for functional efficiency. No longer do the women workers use up their energies walking. The dishwashing room is set apart from the kitchen, connected with it only by a door. At one end of the kitchen are found a walk-in refrigerator, two deep freezers, and the supply storeroom, which formerly, for some unknown reason, was located at the extreme opposite end of the kitchen. Because French fries are one of the more popular items on the lunchroom menu an automatic potato peeler and a French fry slicer are adjoining units. A meat slicer stands next to the stoves. Deep fat fryers, ovens, a steamer, and a steam cooker are all part of one unit. Next to it is the pastry unit with its mixers and its ovens. "Functional" is the watchword of this kitchen.

The serving counters in the main lunchroom are designed so that the students may help themselves to as many as possible of the items dis-

pensed. Milk, for example, is served in cartons stored in a cooler next to the serving counter. Fresh frozen "straight" orange juice, a popular item, is available. Two soft ice cream dispensers installed at an initial cost of \$2000 showed a profit of \$1700 last year. Four drinking fountains dispensing ice water are located in this room. Outside in two alcoves formerly unutilized are four mass handwashing fountains, each capable of accommodating eight or 10 students at a time. Now washing the hands before eating is a possibility rather than merely an admonition—and in polio conscious Minneapolis this is a feature of major importance.

What has long been an eyesore and a source of irritation in most school lunchrooms is conspicuous here by its absence—the wastebasket with its usual attendant litter. Students bus their own dishes, taking them to two dispensers, located on opposite sides of the kitchen unit, which are not visible to the students who are still eating at the tables.

Last year less than 10 per cent of the Central High School students purchased the recommended plate lunch. This year Central leads all of the senior high schools of Minneapolis in student participation in the plate lunch program, tangible evidence of the boosted morale of the student body.

"I haven't heard a complaint on our school lunches this year," commented a teacher who had come into the lunchroom for a midmorning cup of coffee and a doughnut.

ADULTS LIKE IT, TOO

Adults, too, are finding the new atmosphere to their liking. An ever increasing number of group meetings of persons from outside the school are being held in the conference room adjoining the student lunchroom. Faculty members are unanimous in their praise of the new arrangement. They agree that a student who has had a well balanced noon lunch in a pleasant atmosphere under leisurely conditions is a better 3 o'clock scholar.

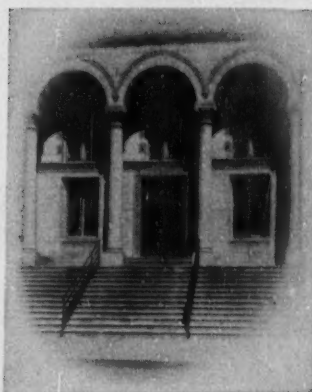
The Central program is having its influence on other schools of the system, and principals are eager to incorporate into their own lunchrooms the desirable features of this project.

Central High School will through its bold lunchroom program add to the physical well-being and profoundly influence the attitudes of thousands of young people for years to come.

BOSTON'S BETH ISRAEL HOSPITAL

COOKS WITH **GAS**

THE DEPENDABLE, MODERN WAY
OF PREPARING FOOD IN QUANTITY



Administrator: Dr. Charles Wilinsky
Director of Dietetics:
Mrs. Lillian M. Reiner
Architects: Curtin & Riley, Boston
Kitchen Engineers:
John McDonald Co., Boston
Kitchen Equipment:
Morandi-Protor Co., Inc.

An investment of a third of a million dollars in a hospital kitchen is not made without careful study. At Beth Israel Hospital, in Boston's Medical Center, a planning staff consisting of the dietitian, hospital administrator, and kitchen engineer worked with the architects to select equipment and the operating pattern.

A vast array of Gas Cooking and Baking Equipment serves the patients in this 365-bed hospital, where every effort is made to provide food which will aid in effective therapy despite diet prescribed. The

stainless-steel and monel-metal Gas Equipment in Beth Israel Hospital includes—

- 11 Vulcan hot top ranges
- 5 Vulcan salamander broilers
- 3 Vulcan heavy duty broilers
- 2 Vulcan fry-top ranges
- 1 Blodgett baking oven
- 2 Blodgett roasting ovens
- 1 Century revolving oven
- 1 Market forge steamer
- 2 Vulcan deep-fat fryers

More than 70,000 meals are served each month at Beth Israel Hospital, one-third of them being special-diet meals. The main kitchen is equipped for preparing food according to strict dietary laws, as well as for other types of medically prescribed diets.

Decentralized service to patients is provided through well equipped floor kitchens.

During 23 years at Beth Israel, Chef Bill Janek has always cooked with GAS, and his experience with Gas Cooking and Baking Equipment has paralleled that of thousands of other hospital chefs—Gas Cooking is always the dependable, clean, and modern way of preparing food in quantity.

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SECRETS OF SUCCESS

for an audio-visual conference

JOHN C. SCHWARTZ Jr.

Associate Professor of Education, Los Angeles State College



THE "How to . . . Conference" of the Audio-Visual Education Association has become famous in Southern California. The teaching suggestions that it offers are so valuable that educators put aside other engagements and give up their Saturdays to attend. Even on a day of one of the so-called California "floods" a conference has brought out more than three thousand administrators, supervisors, teachers.

This type of conference is successful because the directors have planned it so that it will have much to offer to many people. The main thoughts of these directors are:

1. Give many short practical demonstrations of valuable technics that will make teaching successful and stimulating.
2. Repeat each demonstration several times so that many may see it. Have some demonstrations scheduled and some continuous so that something of interest always is going on.
3. Demonstrate each technic concisely and simply.
4. Provide a list of the materials needed and their sources for each person attending each demonstration.
5. Interest teachers by using other teachers as demonstrators. There is something extra stimulating to a teacher in seeing a fellow using a clever teaching device well. The witness feels, "If he can do it that well, I can too."
6. Share the work. Have many persons participating. Have each person responsible for a specific part of the conference.

7. Be practical. Be audio-visual. Do not be theoretical or verbal.

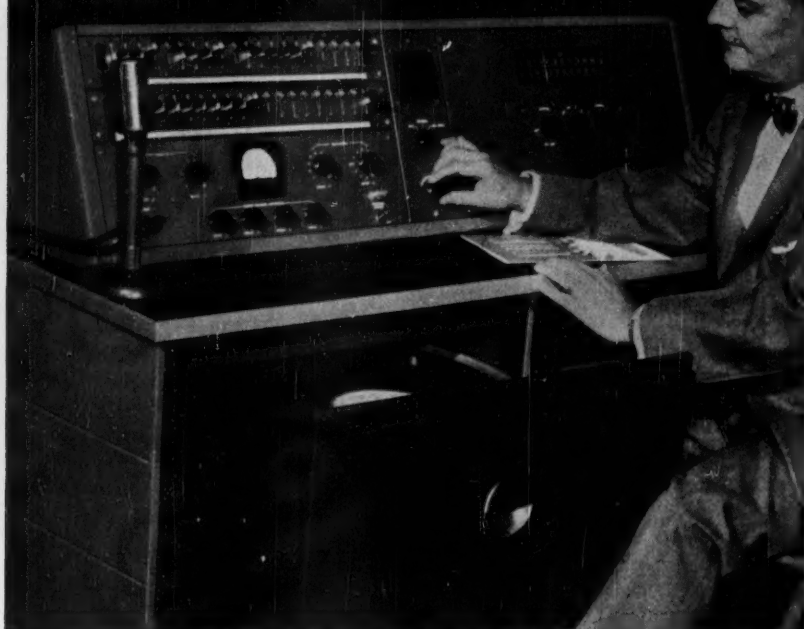
More detailed consideration will help to clarify these seven thoughts.

To give many demonstrations demands careful planning and the help of many persons. Six months before the conference planning sessions begin. A list of possible demonstrations is presented, other ideas are suggested, and one audio-visual director takes the responsibility for gathering material, personnel and resource information for each different demonstration.

In addition, one person invites local industrial organizations and govern-

Top: Students use audio-visual materials for foreign language teaching—a "continuous" exhibit. **Left:** Fourth graders present a play with paper puppets they make—an "on schedule" demonstration.

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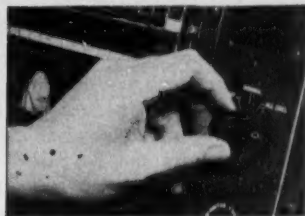
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Above: These materials are being prepared for the "continuous" exhibit on "arranged environment for the social studies." Below: The finished product is shown to teachers at the silk screen ("on schedule") demonstration.

mental services, community and religious groups, and the military departments to present exhibits.

The work of coordinating all demonstrations and exhibits is the work of the officers and the board of the association. Periodic progress reports and discussion ensure that problems are met as they arise, that help is made available as needed, and that no person is overburdened.

Repetition of demonstrations is important because it allows people to shop for ideas. Advance notice is given of the many sessions, and as one enters the conference buildings he is

also given a portfolio program which lists and locates all sessions. A teacher can look this over and plan his day just as he would plan a class schedule. Two types of sessions are available, "continuous" and "on schedule." Some examples of continuous exhibits are the demonstrations of the lie detector by the police department and of the microwave by the telephone company, the science fair, the film and filmstrip previews, and the dealers' exhibits.

"On schedule" demonstrations are planned to accommodate about 35 persons; they are given in classrooms, and are repeated six times (at 9:15,

10, 10:45, 11:30, 12:15, and 1). In this way, groups are kept small, spectators are free to ask questions, and the sessions have practical value. For example, demonstrations may concern simple paper puppetry, independent and quiet time activities, classroom photography, the tape recorder in evaluation, and opaque and overhead projectors for English classes.

At the most recent conference, there were 12 "continuous" exhibits and 16 "on schedule" presentations.

Simplicity and conciseness in the "on schedule" demonstrations is achieved by careful timing and attention to detail. Presentations are planned on a 30 minute basis. There is provision for three steps: The technic is demonstrated in its classroom context; the required teacher preparation and equipment are shown, and there is time for handling materials and asking questions. As has been noted, groups are intentionally kept small to provide an informal, relaxed feeling on the part of guests. Those attending sessions are invited to ask questions at any time, and, since a 15 minute time cushion is planned, demonstrations do not run overtime.

The list of materials for each demonstration and their sources are a part of the portfolio program given everyone who attends the conference. The page for each demonstration outlines such information as this:

1. Participants—name, position, school district
2. The demonstration
 - a. Puppets in action
 - b. How to prepare puppets
3. Materials needed
4. Bibliography

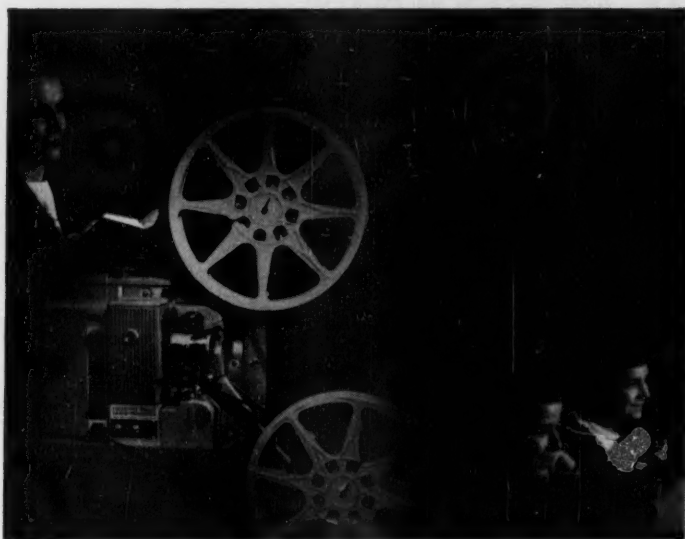
Each person who attends the conference is thus able to see the demonstrations of his choice and carry away full information on the procedures.

The importance of the early planning sessions has been mentioned before. At one of these meetings the directors review each demonstration and suggest the names of outstanding teachers and resource persons who might be willing to participate. In this way persons from many areas are enlisted; a wealth of ideas is available.

Finally, "How to . . . Conferences" have become recognized because they present practical, usable teaching technics in concrete form. Verbalism and speech making have no place on the program. That the "How to . . ." methods are worth while is attested by the success of the programs.



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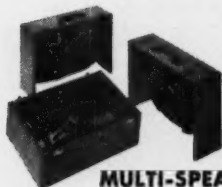


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Secretary, Des Moines Public Schools
Des Moines, Iowa



This stairway was the only means of egress from the second floor of a school. The chimney-like construction would enable a fire to spread rapidly to the second floor, prevent exit from some classrooms, and even make exit by fire escapes difficult. The board of education's study resulted in installation of fireproof stairwells and other improvements to eliminate hazards and reduce insurance rates.

IN THE early days school insurance was sometimes a matter of politics, and too often the insurance agent was more interested in how much he could get out of it in premiums than in how much service he could give the schools.

The independent school district of Des Moines, Iowa, has 119 units covered by insurance at the present time, housing approximately 32,000 pupils. It operates on a total school budget of approximately \$10,000,000. The 119 units are insured for a total of \$17,000,000 on an 80 per cent co-insurance basis. The distribution of this business among local agents is satisfactory to them and to the board of education.

However, our district did not arrive at the desired coverage and satisfaction of competing agents peaceably. In 1932 the board began to work out an organized program for purchasing insurance. A committee of 10 insurance agents recommended \$1,600,000 coverage for three years at a premium of \$21,134.73 and at the same time pointed out that this coverage was low to value and there was no tornado coverage. The board asked that the committee recommend a distribution, and the business was written in a total of 52 policies through 38 agencies.

This followed a survey of all school buildings in the city, made in 1931 by the Iowa Insurance Service Bureau.

This was followed in 1932 by some helpful recommendations as to the elimination of hazards and the installation of extinguishers, which reduced the rate.

When the three-year policy was about to expire in 1935 an attempt was made to appoint a distribution committee representative of the local underwriters association and even of those agents not belonging to the association.

BOARD NOT SATISFIED

The 1932 committee brought in a recommendation that \$2,619,000 fire insurance be written in 1935 without co-insurance at a cost of \$18,933.18 plus a \$4,332.04 premium for tornado insurance. This premium was intended to extend the coverage for three years with one-third expiring each year; thus, this premium paid for one-third of the insurance for one year, one-third for two years, and one-third for three years. After the first year the premium was to be \$11,577.61 annually.

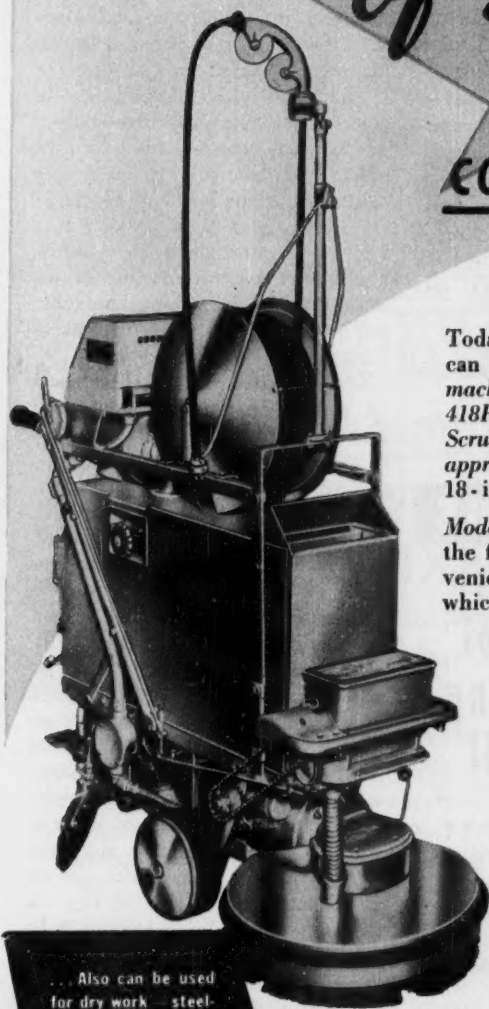
However, the board of education was not satisfied that this was the best insurance program that could be set up and investigated further. Another committee of insurance agents presented another proposal using the co-insurance plan. This committee used the engineers of the large insurance companies to establish values and made a complete study of the coverage needed. It recommended \$5,433,000 fire coverage and \$5,282,000 tornado coverage at a first year premium of \$17,553.26 followed by second and third year premiums of \$8,776.63 each. In other words, the co-insurance plan, together with a comprehensive study of values and rate possibilities, more than doubled the coverage with a substantial reduction in premium. In spite of protests from other agents the board accepted the second proposal.

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Model 418P applies the cleanser, scrubs, and picks up (damp-dries the floor) — *all in one operation!* Maintenance men like the convenience of working with this single unit... the thoroughness with which it cleans... and the features that make the machine simple to operate. It's *self-propelled*, and has a *positive clutch*. There are no switches to set for *fast* or *slow*—slight pressure of the hand on clutch lever adjusts speed to desired rate. The powerful vac performs efficiently and quietly. (Powder dispenser is optional.) Compactly built, the *418P* also serves advantageously in larger buildings for the care of floors in narrow aisles and congested areas.

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This second committee became known as the engineering committee, and, as soon as the other agents found that they would share in the business about the same as before, the protests quieted, and what was once a bad problem in public relations for the board of education has become a peaceful process.

INSURANCE DISTRIBUTED

Three of the large local agencies now compose the engineering committee, which brings in the insurance engineers once a year for valuation purposes. This committee is then enlarged annually by the addition of the president, vice president, and past president of the Des Moines Underwriters Association to form the distribution committee, the additional members being equal in number to the members of the engineering committee. These additional members are asked to serve for a period of one year in cooperation with the engineering committee on the distribution of insurance.

In view of the service required of members of the engineering committee, the board allocates 42 per cent of the total amount of insurance carried

under the co-insurance plan to the three members of this committee, this amount being distributed in proportion to the responsibility falling upon each individual member as determined by the committee. The remaining 58 per cent of the total insurance program is distributed to the various insurance companies, exclusive of those represented on the engineering committee, by the enlarged distribution committee. This enlarged committee prepares a plan for the apportionment of 58 per cent of the insurance business among the various local agencies and submits it in writing to the board of education for approval.

It would seem that the insurance objectives of the board of education should be to protect the buildings of the district against loss at as low a cost as possible with as broad coverage as possible and to place the insurance with companies recognized as sound. There is no need to favor certain agencies to the exclusion of others, and none are entitled to business just because they are local taxpayers.

The agents should be required to show merit and to give service. The

basic need in the insurance program is to get a sound value appraisal of the buildings and contents so that if there is a loss there will be no argument by adjusters on values. We feel that a good way to do this is to have the large companies furnish their own engineers to appraise the buildings and to agree with the board of education on values.

TWO DIFFICULTIES

Regardless of this basic assumption boards of education have two difficulties with insurance: One is getting the right coverage at the lowest possible price; the other is the constant bickering among the local agents as to the distribution of business. Our plan seems to have solved our problem. It may not solve the problems of other school systems. But certainly if the elected representatives of the agents distribute the business they cannot blame the board of education. Of course, the difficulty is that most agents want to share in the business but do not want to do any of the work involved in making appraisals, policy writing, and the settlement of claims.

Our plan has been in effect about 18 years. The introduction of some such plan could be simple. You might contact one or more local agents who represent companies qualified to give you engineering appraisal service. Arrive at a sound value of your buildings and contents. Underwrite this value on some co-insurance basis as determined by your board. Have your distribution committee divide the business among qualified agents; we use all who are legitimate local agents. (General agencies or their brokers are not considered local agents.) Watch out for those who want the business without giving service. Under present conditions co-insurance on a three-year or five-year term is the most economical way to buy insurance for school buildings. It may be that the risk could be carried at lower cost by a state association of school districts, but that is not likely to occur soon. To determine the value of a school, our engineers use present replacement costs in this area.

Above all, avoid patronage. Don't let a committee sell you; rather let the board start and control the committee. Don't let individual agents argue with the board as to their share of the business—refer them to their own committee.



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wire from **W**ashington

State of the Union

► Scrutinizing President Eisenhower's State of the Union message:

1. The President said flatly he would end segregation in the District of Columbia, presumably including its public schools and teacher-education institutions. He said he would "use whatever authority exists in the office of the President" to do this. And, he hinted, segregation will come to an immediate end in schools operated on U.S. military forts regardless of whether they are in the North or the South.

2. He promised to strengthen the U.S. Labor Department so that it will be in a position to improve training programs "that will develop skilled and competent workers." The apprenticeship service will probably be the first agency to be affected.

3. He called for expansion of social security to cover "millions of citizens who have been left out of this system." At the same time he called for strengthening of privately sponsored pension plans. The implication is that teachers and other educational workers will be invited to come under Old-Age and Survivors Insurance without losing their already built up rights under state retirement.

4. He noted the swelling of the school population and acknowledged that the public school systems may need some help from the federal government. "This whole situation," he said, "calls for careful congressional study and action. I'm sure that you share my conviction that the firm conditions of federal aid must be proved need and proved lack of local income."

5. He pledged immediate help to districts whose school populations have been increased by the swift growth of defense activities. "Legislation aiding construction of schools in these districts expires on June 30," he reminded Congress. The President also asked Congress to approve "partial payments for current operating expenses for these particular school districts."

6. He promised the creation of a commission to study reorganization of the Federal Security Agency, home of the Office of Education. This commission will also look into all phases of federal, state and local relationships.

First aid to schools

► In promising first aid to school districts overburdened by federal activities, the Eisenhower administration follows Mr. Truman's lead. Just before leaving the White House, Mr. Truman sent to Congress the 1954 budget, in which he asked that 65 per cent of all federal funds to be spent for education during that year go to overburdened districts. The budget called for \$111,000,000 for school construction and \$76,000,000 for operating costs. Hearings on Capitol Hill to justify these requests are slated to begin this month. It is almost certain the money will be forthcoming.

Conant creates stir

► The appointment of James B. Conant, Harvard president, as high commissioner for Germany made quite a stir in the nation's capital.

First came praise—from many prominent men and women on Capitol Hill and from editorial writers. The *Washington Post* wrote: "The appointment deserves the highest praise, and we may tell the Germans that Dr. Conant will be badly missed in half a dozen spheres of activity in America, particularly in the coming fight on educational freedom. In him the United States is losing . . . a leader of leaders."

Then came expressions of hope—from those who are concerned about our cultural efforts in Germany. Those who are convinced that we are botching the job in telling the Germans about the American dream saw in Dr. Conant's appointment a chance to save the day. They urged the new high commissioner to replace the present cultural officials in the State Department and in Germany with professional educators.

Finally came the not unexpected attacks. A highly vocal bloc in Congress derided Dr. Conant for being a light colored "pink." Behind these attacks lurked a traditional distrust of educators and the fear that Dr. Conant might be the first of a new "brain trust" to dominate Eisenhower's administration.

Many, indeed, saw the beginnings of such a brain trust. President Eisenhower had already appointed John A. Hannah, Michigan State College president, as assistant secretary of defense; Harold E. Stassen, University of Pennsylvania president, as mutual security director; William I. Myers, dean of New York State College of Agriculture, to an important policy making post on agriculture, and Arthur S. Flemming, Ohio Wesleyan president, as acting director of defense mobilization.

However, there was a difference between the educators Eisenhower placed in high positions and those President Roosevelt called into service during the New Deal. The Eisenhower appointees, so far, are all educational administrators; the Roosevelt appointees were primarily theorists, social philosophers.

New G.I. Bill enrollment low

► Only a disappointing 57,000 Korean veterans were enrolled in schools and colleges at the end of December under the new G.I. Bill. But the Veterans Administration was quick to announce the hope that the number will rise to 250,000 by February.

In a letter to Rep. Edith Rogers (R.-Mass.), chairman of the House veterans' committee, the V.A. explained the reasons for the low veterans' enrollment: (1) continued high employment; (2) little opportunity for Korean veterans to learn about the benefits under the new G.I. Bill.

"Public Law 550 [the new G.I. Bill] was enacted just prior to the normal fall school enrollment period, and many veterans did not have time to enroll last fall," wrote Guy H. Birdsall, V.A.'s assistant administrator for legislation.

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as "noise-traps" where sound energy is dissipated. Fibretone is predecorated, can be painted and repainted, and is available with a flame-resistant finish.

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For a complete survey by a J-M acoustical expert, or for a free book entitled "Sound Control," write Johns-Manville, Box 158, Dept. N.S., New York 16, N. Y. In Canada, write 199 Bay Street, Toronto 1, Ontario.

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The quarter-million enrollment figure will be reached this spring, according to the V.A. because of a "softening" of employment opportunities and because the states are expected to attract 50,000 veterans to on-farm training.

As if getting ready for the flood of new veterans, the Office of Education is sending out regional field representatives of its new veterans education service. The field men will give technical advice to state approval agencies and will review plans of operation. They may be able to help individual schoolmen who have questions on veterans'

education. Schoolmen interested in the Office of Education field representative for their state should drop a note to James C. O'Brien, assistant commissioner for veterans' education in the Office of Education.

Bubbling point

► If reports reaching Washington are an accurate gauge, schoolmen's interest in setting up foreign language courses for elementary pupils is at a bubbling point. Communities in at least 25 states are already providing foreign languages

in the grades. Many more are investigating how to begin. They find:

1. French and Spanish are the languages most frequently taught, with German and Latin appearing only here and there.

2. The third or fourth grade is the most frequent point for beginning.

3. No extra expense is involved because the instruction is given by teachers already in the system and as part of regular courses of study.

4. Rarely does criticism follow introduction of foreign languages in the grades. On the contrary, reports to Washington invariably show "gratifying benefits."

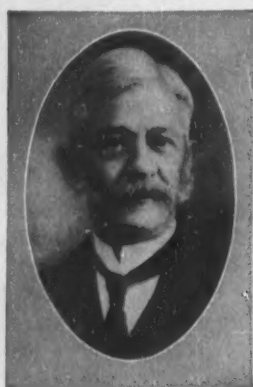
5. Among the benefits claimed: for the child, increased interest in mastering his own language; for the teacher, stimulus to study and broaden cultural equipment.

Behind the present flurry of interest in grade-school foreign languages is U.S. Commissioner of Education McGrath. He has been stoking this interest with speeches, with a rather successful conference on the subject which he called during the middle of January, and through letter writing. Ask Dr. McGrath, "Why place additional loads on the elementary school?" and he will reply somewhat as follows:

"More Americans should be able to use a foreign language because history has pushed the United States into a position of leadership among nations. One way to show that we respect other peoples is to become better acquainted with the way they speak and, eventually, how they think. And the reason languages should be studied in the early grades is that only in the elementary schools do we reach the largest numbers of our future citizens—and young children learn languages more easily and more precisely than grown-ups."

Dr. McGrath assures school administrators they should not hesitate in carrying out "this ideal" into practice. He believes the people will support it. He points to the endorsement given by Mrs. Newton P. Leonard, president of the National Congress of Parents and Teachers.

Appearing before the January conference in Washington, Mrs. Leonard said: "I can promise you this, as I stand here talking to you on behalf of the largest semi-professional educational organization in America. Parent-teacher members will wholeheartedly support whatever steps educators decide should be taken to help our children learn another language early."



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NEWS IN REVIEW

Dr. Conant Urges Retention of "Tradition of Dissent" in Colleges

CAMBRIDGE, MASS.—"It would be a sad day for this country if the tradition of dissent were driven out of our universities," declared James Bryant Conant in his final report as president of Harvard University.

Dr. Conant, who has been designated as U.S. High Commissioner for Germany, declared there are no known Communists on the Harvard staff and added:

"But if there were, the damage that would be done to the spirit of this academic community by an investigation by the university aimed at finding a crypto-Communist would be far greater than any conceivable harm such a person might do."

Dr. Conant said the independence of colleges and universities "would be threatened if governmental agencies of any sort started inquiries into the nature of the instruction that was given."

Dr. Conant feels strongly that any hidden Communists engaged in subversive activities should be found and punished by the proper authorities—whether the Communists are teachers or anything else—but added: "I trust they will not create an atmosphere in which professors would be afraid to speak freely on public issues."

"Certainly," he continued, "if the trustees or administrative officers of a university were to engage in any investigation of a professor's activities as a private citizen, the life of the university would be destroyed. Of that I am sure."

N.E.A. Urges President to Appoint Committee to Study School Needs

WASHINGTON, D.C.—President Dwight D. Eisenhower has been urged to appoint a national committee to study the needs of American schools.

Representatives of the National Education Association recommended this action to the President in early January. At the same time, the N.E.A. urged that the President recommend to Congress a renewal of Public Law 815, which provides for federal aid to school construction in defense congested areas.

The N.E.A. representatives were Mrs. Sarah C. Caldwell, president; William G. Carr, executive secretary; James L.

McCaskill, executive secretary of the N.E.A. legislative commission, and Robert H. Wyatt, president of the National Association of Secretaries of State Teachers Associations. They asked that such a commission consider the relation of school costs to the economic well-being of the states and localities and to the strength of the nation.

Court Rules Board May Bar Controversial Events From Schools

WHITE PLAINS, N.Y.—"The acts of a board of education in granting or refusing permission for the use of a schoolhouse out of school hours are discretionary," wrote New York Supreme Court Justice Frank H. Coyne in a recent ruling. He dismissed an application to compel the board of education at Yonkers, N.Y., to permit the Committee for Peace to conduct forums "relating to peace and war" in the auditorium of one of the public schools.

Justice Coyne ruled that school boards are justified in barring controversial events from school buildings and any appeal from a board's exercise of such discretion should be made to the state commissioner of education.

The application was filed by James R. Ellis of Yonkers, president of the committee. He said the American Civil Liberties Union had provided advice and an attorney for the committee.

Connecticut Considers Plan to Reorganize Education Setup

HARTFORD, CONN.—A plan for merging the administration of the University of Connecticut and four state teachers colleges under a new single board of directors is being sponsored here by Republican administration leaders in the state legislature.

The plan is the main feature of a proposal to reorganize and integrate Connecticut's higher education setup.

The University of Connecticut is now operated by a board of trustees whose members are appointed by the governor. The teachers colleges are controlled by the state board of education, which also has supervision over primary and secondary schools of the state.

Under the terms of the new proposal a new commission would be created, and its members would be appointed by the governor, with some elected by



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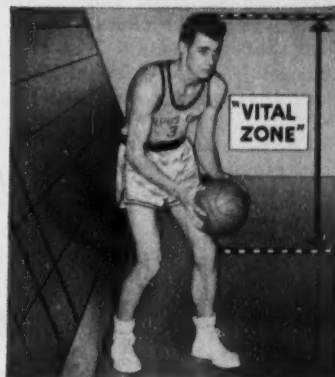
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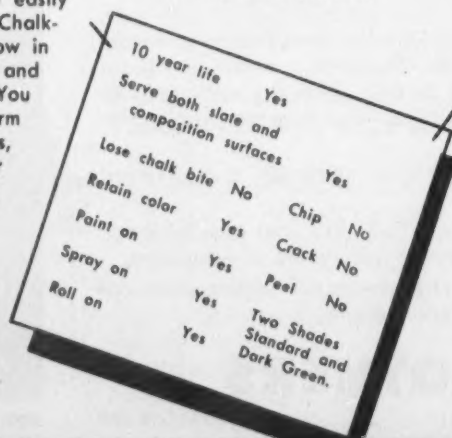


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NEWS...

alumni of the university. The board of trustees of the university would then be abolished. The administration of the teachers colleges would also be taken from the board of education, although the board would continue to supervise elementary and secondary schools in Connecticut.

Lay Interest in Schools Rises, Says National Citizens Commission

DENVER.—Citizen committees are being formed at the rate of 250 a month, and 8000 have now been founded which will work for better schools in this country, reported Roy E. Larsen, chairman of the National Citizens Commission for the Public Schools, at the Citizens Assembly on Education, which was held in Denver January 30 and 31.

Approximately 600 citizen school improvement leaders, school board members and school administrators met with the members of the commission. The two-day convocation consisted of panels on such subjects as "The Commission's Program," "The Story of One Town's Schools [Greeley, Colo.]," "Citizens at Work at the State Level," and "National Organizations Work For Better Schools."

Principal speaker at the Friday night dinner was Clarence Faust, president of the Fund for the Advancement of Education of the Ford Foundation, who warned Americans to steer clear of totalitarian inquisitions into public education, lest they lose the very freedom of education they are struggling to preserve.

Mr. Faust told delegates that a high quality type of education is essential to the health and life of democracy and "was never more needed than in these critical and even ominous days."

A telegram from President Eisenhower was read by Mr. Larsen at the dinner. The President opened by saying, "This annual assembly of the National Citizens Commission for the Public Schools should command the grateful and thoughtful attention of our whole people."

He added, "You have done and you continue to do what neither government decree nor federal appropriation could ever do—you have awakened the communities of our land to the urgent problems and demands of their schools."

"Apathy" is a great enemy of education, Mr. Larsen pointed out, but it has now given way to interest on the part



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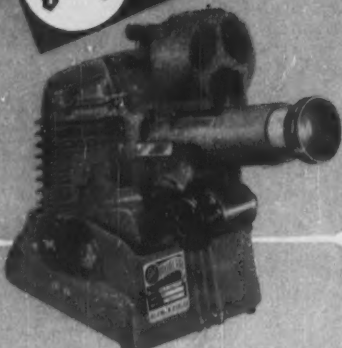
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NEWS...

of the average citizen. He asserted that the schools have been returned to the people as hostile criticism has been counteracted with constructive action on the part of citizens in thousands of communities.

Speaking on the same problem, Palmer Hoyt, publisher of the *Denver Post*, and a member of the commission, said that "the real danger is that the honest critic of our schools may become defensive, that his criticism may be muffled or silenced."

College President Warns of Need for Academic Responsibility

WASHINGTON, D.C.—While upholding the college professor's right and duty to talk on public issues, J. C. Warner, president of the Carnegie Institute of Technology, added two stipulations:

The professor must know what he's talking about, and he must not claim "academic immunity" for what he says.

Dr. Warner, who spoke at a chemists' symposium here, warned educators to pay as much attention to academic responsibility as to academic freedom. He also warned the public that it should let colleges hunt out their own "subversives, fellow-travelers and incompetents," lest loyal teachers who happen to be unorthodox suffer for the sins of a subversive few.

Referring specifically to the recent announcement of a congressional investigation of campus subversives as an example of poor relations between "town and gown," Dr. Warner called

upon both sides to seek better understanding in the interests of the "welfare, preservation and progress of our free society."

E.P.C. Says School Children Should Study U.N., UNESCO

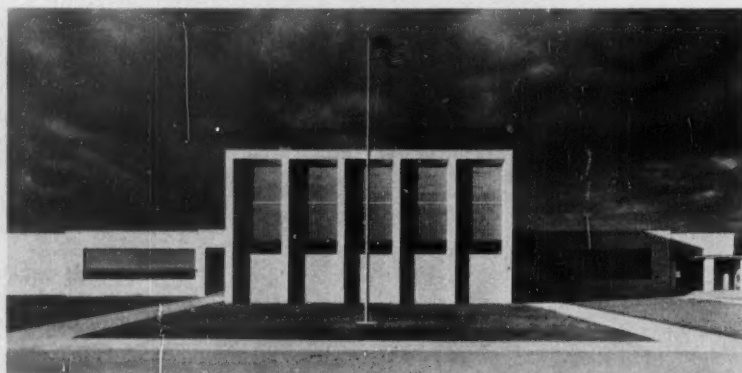
WASHINGTON, D.C.—The Educational Policies Commission has declared that American school children must have opportunities to learn in school the whys and workings of the United States' policy of international cooperation through such agencies as the United Nations and UNESCO.

"The United Nations, UNESCO and American Schools" is one of the E.P.C.'s periodic reviews of matters of broad educational significance published by the National Educational Association.

The report said recent attacks on the schools' teaching about U.N. and UNESCO stemmed from a "small minority of citizens who started from false premises." Young Americans, the E.P.C. pointed out, along with their parents, have been thrust by circumstances into world leadership which carries with it "responsibilities that are as unavoidable as they are unfamiliar."

The commission commented that those who would ban study of the U.N. and UNESCO, outlaw observance of U.N. Day, remove certain books on international cooperation from school libraries, and blacklist high school clubs devoted to the study of world affairs seem to assume that "America has no world responsibilities and no world affected interests."

OHIO SCHOOL NAMED FOR EDITOR



Toledo, Ohio, paid an extraordinary tribute to a living person recently when it named its newest school for Grove Patterson, editor-in-chief of the *Toledo Blade*. The new elementary school is a one-story \$585,000 U-shaped structure made of buff-colored Roman face brick and light-directing glass block. The only exterior trim is sparsely used Indiana limestone. There are two kindergartens and 12 classrooms, through the sixth grade, with total enrollment of more than 500 pupils. All interior walls of the Patterson school are of cinder block, painted in pastels. Ceilings are of acoustical tile; floors are of asphalt tile.

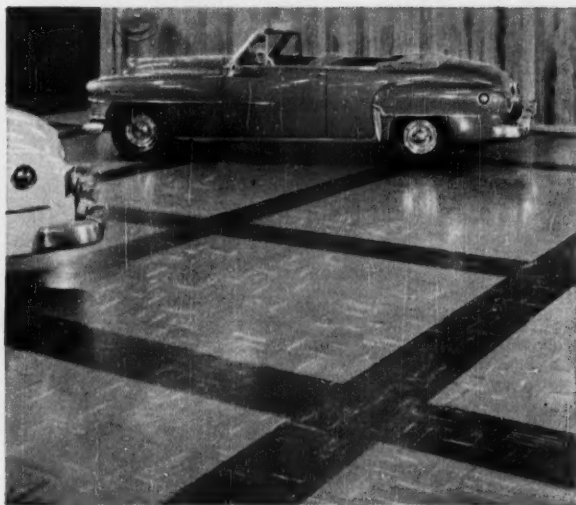


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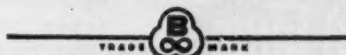
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NEWS...

Foundations Not Red, Says Congressional Committee

WASHINGTON, D.C. — After six months' study, a report has been made to the House of Representatives by its specially appointed committee to investigate Communist infiltration of philanthropic foundations. With the exception of a few slight inroads into small foundations, there has been but little success on the part of Moscow inspired individuals attempting to infiltrate cultural and educational groups in the United States, the committee reports. The case of Alger Hiss, who became president of the Carnegie Endowment for International Peace, is pointed out by the committee as an outstanding instance of infiltration.

The committee, while bestowing much praise and comparatively little criticism of the tax-exempt funds under investigation, proposed that such organizations be required to make detailed annual reports on their activities and finances. It held that the Communists had succeeded in obtaining financial aid from the foundations for "numerous" Communists but that, in proportion to the total grants made, the number of these was surprisingly small.

Foundations that restricted their aid to individuals, according to the committee's report, were more vulnerable in this respect because "many individuals of unusual talent . . . are often nonconformists."

The foundations have, for the most part, admitted their mistakes and now recognize the increasing need for alertness to avoid giving unintentional aid to subversives. At least 30,000 tax-exempt organizations are in operation in the United States, including between 60 and 100 foundations with assets of \$10,000,000 each.

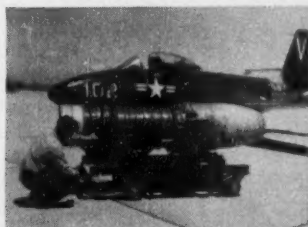
School Board Members Go to School

CHICAGO.—Fifty board of education members in six southern Illinois communities are attending classes for a year to learn how to be better school board members. This is a research project of Southern Illinois University and the Midwest Administration Center of the University of Chicago. Field trips are taken, and homework is assigned. Students also are expected to do outside reading, to visit the Southern Illinois University campus for group meetings, and to go on conducted tours of good school buildings in the area.

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NEWS...

"Many Voices of Educators" Confuse Public, Suggests American Council of Education Speaker

WASHINGTON, D.C.—"Just as the many voices of America confuse the Kremlin and bring suspicion, so the many voices of educators confuse the public," was an opinion expressed at the American Council of Education meeting here January 30 and 31. "Our voices are fundamentally the strength and genius of American education. But they are likewise a formidable barrier to increasing public understanding."

Actually, there was a multiplicity of voices at the two-day meeting which ended January 31. Here were the public elementary and secondary school representatives; their private school counterparts; college and university presidents, and those primarily interested in the education of women, of veterans, and of adults, in community college courses.

"When Congress focuses attention on education during an inquiry comes an

opportunity to gain a wide audience for education and for restating the principles of intellectual freedom," said some. Nonsense, replied others. The tactics of legislative inquiries are such that reckless charges get headlines and honest and constructive statements do not see the light of day.

Liberal arts college executives spoke up sharply to defend their rôle of preparing public school teachers. Were they fearing the upcoming teacher accrediting council with its expected emphasis on more professional preparation? Perhaps. At any rate, the liberal arts college officials stressed that their institutions prepare 50 per cent of the nation's teachers. If a restudy is needed to see what changes liberal arts schools should make in their teacher-education plants, why, that is fine, said the officials. But, in any event, state authorities should develop teacher certification standards with the help of liberal arts as well as teacher-education colleges.

Women educators reported plans for a new commission on the education of women. This project is to be paid for with a \$50,000 foundation grant. To be undertaken is nothing less than a mammoth review of all the kinds of education being offered women to see whether they are adequate. "Women play many rôles today and they want to play them effectively—as homemakers, as gainfully employed workers, as participants in civic life, as perpetrators of values. Do schools and colleges recognize these aims? Are they offering the kinds of education to help women?" asked Dean Lucile Allen, Pennsylvania College for Women.

General Hershey came to the meeting to give his familiar warning that we may soon have to dip into the student-body reservoir for draftees. He said that some 600,000 students are deferred at present and wondered how long such a large number can be kept out of draft call. (More than half are deferred because they are members of R.O.T.C.)

Panel speakers following General Hershey endorsed the present Selective Service student deferments and expressed hope that students will continue to be deferred not on the basis of the courses they take (such as engineering) but rather on the basis of their scholastic achievement or class standing. All agreed that "cross-disciplinary deferments" are working fine.

Officials from privately supported schools and colleges foresaw "tremen-

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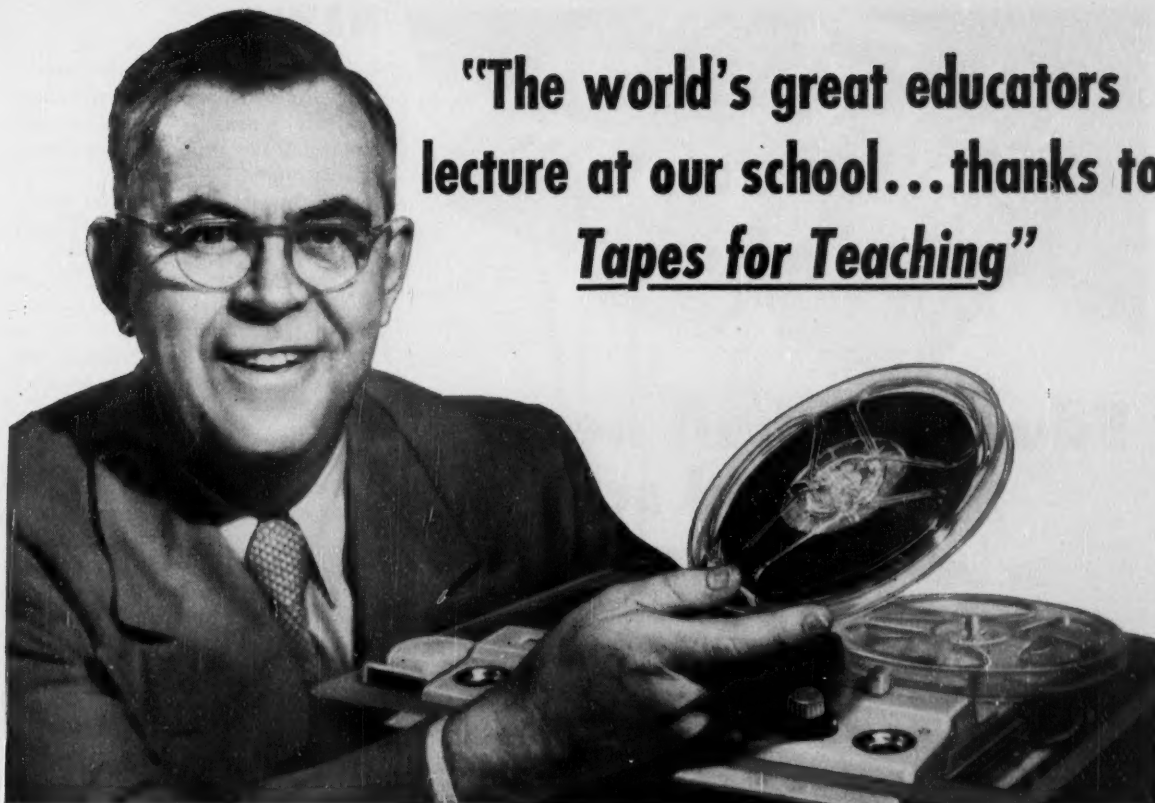
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*"Terrazzo as Affected by Cleaning Materials" by D. W. Kessler (National Bureau of Standards). Originally published in *Journal of the American Concrete Institute* September, 1948.

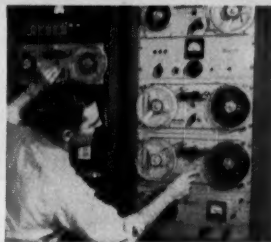
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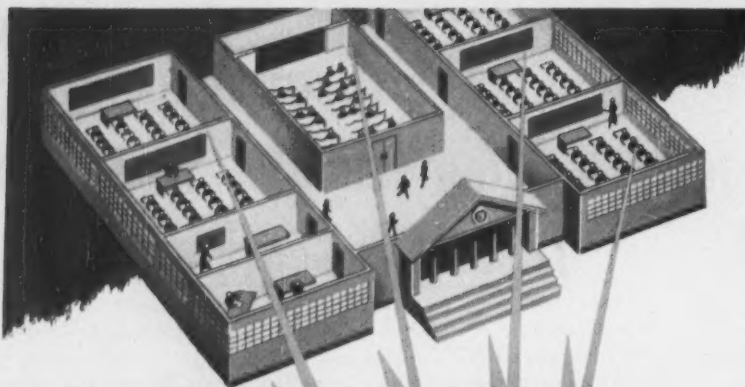
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NEWS...

dous increases" in their enrollment—from elementary school through college. They also foresaw new need for more money. A Roman Catholic representative estimated, for example, that by 1960 Catholic education would require a billion and a half dollars for expansion of facilities.

Federal aid was rejected by the privately supported institutions as a source of help. Instead, they asked: Could we save by examining our business practices, eliminating duplicate courses and small classes, and watching costs of auxiliary services, such as those of dining halls and bookstores?

The alumni were suggested as one source of income for the private schools. One group pointed out that alumni would be more generous if they were not "hit" once or twice a year for money but were continually kept up to date on the plans and purposes of their alma maters. For church related institutions the church itself was suggested as a source of income. Father William McManus of the National Catholic Welfare Council predicted that the Roman Catholic Church would willingly undertake its increased financial burden.

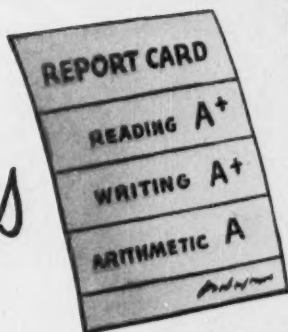
One section was thoroughly saturated with historical, political and administrative analyses of the new G.I. Bill (P.L. 550). College executives were interested in the operation of this law to the extent of listening to five speeches and then discussing it for many hours.

In the end it was evident that educators are pleased for the most part with the new G.I. Bill; that the new law has brought but few administrative headaches (and these can be cured by regulation and do not require the remedy of law), and that few complaints have been received from veterans. Most of those attending agreed with James L. McCaskill of the N.E.A. that it is hard to quarrel with the basic principle of P.L. 550 because it says, in effect, to each veteran:

"Here is a scholarship to which you are entitled because your education was delayed by military service. It isn't enough to cover the entire cost of your education, but it will give you a chance to undertake an academic program that you might not otherwise have had."

Proposals for changes, however, did crop up at the meeting. Private college officials want some payment made directly to the institutions. At present the G.I. receives an allotment for education which he can spend at any insti-

assures



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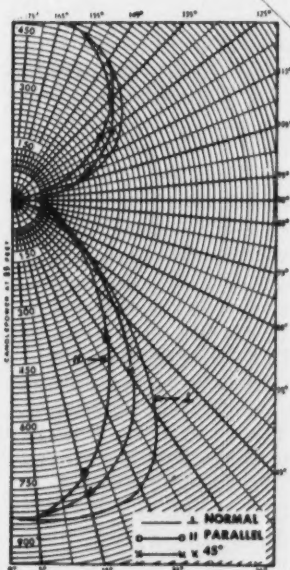
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NEWS...

tution he wishes. The natural thing for him to do is to apply to a low-tuition college or university. This trend, favoring the low-tuition schools, seems to be on the increase. Higher-tuition colleges are afraid of it. Therefore, they are planning to revive a plan that was killed in Congress when the G.I. Bill was first being considered. Under this plan an institution would receive some direct payment from the government and the veteran would receive a reduced allowance for subsistence. Except for a band

of high-tuition college administrators, few are sold on this idea.

Other changes are being pushed with greater vigor. One of these would extend education benefits to veterans of World War II who did not apply before the expiration of the time limit, to the children of servicemen killed in World War II, and to the children of deceased World War II veterans who had not used their education benefits.

Educators say that such amendments would make the G.I. Bill an "open-end"

bill. Some congressmen reacted by saying that such amendments would make it a "no-end" bill. But all agreed there should be no pressure on Congress for changes until another full year has passed. School administrators want more evidence on how the law will work out under a heavy load of enrollment expected during the next 12 months.

Biggest lift of the meeting came from the formal speech and on-floor remarks of Gordon Chalmers, president of Kenyon College. Basically, he was restating the views he presents in his book "The Republic and the Person." His theme is that the world is changing the guard, from the British to the American (just as at one time it had changed the guard from the Romans to the Western peoples). To fulfill his new responsibility, the American must have not only technical skill, management ability, and power but also moral resources. Present-day education, based on instrumentalism, does not give us ethical purpose. "The education of pragmatism is behind the time," said Dr. Chalmers. "It is time for a change in educational philosophers."—Reported by B. P. BRODINSKY.

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UNESCO Makes Global Study of Methods of Teaching Reading

CHICAGO.—Methods of teaching reading to children and adult illiterates in countries which belong to UNESCO are being scrutinized in a comparative study now being undertaken by William S. Gray.

Part of Dr. Gray's study involves the analysis of more than 100 readers used for the teaching of children and an equal number for adults. Not only the content but also the identification of the methods of reading represented are being analyzed in the readers. Members of the staff of UNESCO are assisting Dr. Gray in this part of his study.

Dr. Gray also is engaged in an extensive tour of a number of European countries to make first-hand observation of methods of teaching reading.

Architects for Dearborn School

Architects for the Clara Bryant Junior High School in Dearborn, Mich., featured on pages 65 to 73 of the February issue of *The NATION'S SCHOOLS*, were Eberle M. Smith Associates, Inc., Detroit. Inadvertently the February article failed to give credit to the architects for providing several photographs and special drawings of floor plans.

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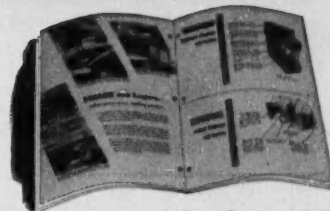
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NEWS...

No Heavy Decreases in College Enrollment, Survey Finds

CINCINNATI.—Reporting on a recent survey covering 830 approved universities and four-year colleges, Raymond Walters stated that an unforeseen upsurge of freshmen and the "academic persistence of college women in the three upper years" were largely responsible for the unexpected lack of heavy decreases in enrollments last fall.

Dr. Walters, president of the University of Cincinnati, found 1.5 per cent

fewer full-time students than in 1951, and 2.8 per cent fewer part-time students.

"The full-time decrease is small when contrasted with the 1951 drop of 11.4 per cent from the figures for 1950," Dr. Walters declared.

He continued: "Widespread publicity had been given to national needs and the opportunities thereby afforded for young people trained in engineering, science, business, agriculture, school teaching, nursing and other fields. A

probable factor also was the current Selective Service policy of deferment from immediate military drafting of those young men who do good work in college."

Student Employment Shows Marked Increase

WASHINGTON, D.C.—The number of secondary school students who are employed during out-of-school hours has been constantly increasing during the past several years. Data released by the U.S. Department of Commerce show that more than 1,500,000 students, 14 to 17 years of age (one out of four), were getting work experience in October 1951 as compared with approximately 300,000 in 1940.

The report points out that the occupations of the student workers differ considerably from those of out-of-school boys and girls of the same age. School counselors and administrators are encouraged by the report to consider the implications of this increase in student employment for guidance of youths.

Educational TV Network Hotly Debated in New York

NEW YORK.—Interest is high in the proposal by the state board of regents for the construction of a network of 10 educational television stations to cost an estimated \$4,500,000.

The F.C.C. has reserved the channels and has approved construction plans for seven of the stations. The regents must now show the F.C.C. by June 2 that they are able to implement the plans for the stations; otherwise the channels will be made available to commercial bidders. Unless funds are allocated by the legislature to build and operate the stations, the plan for educational stations will be doomed.

A temporary state commission was appointed by Gov. Thomas E. Dewey to hold public hearings and investigate all aspects of the plan and report its findings to the legislature by February 10. Hearings were held in Buffalo, New York City, and Albany.

Among advocates of the plan in Buffalo was Charles E. Wilson, former director of defense mobilization and former president of the General Electric Company, who stated that in his opinion nationwide educational television is "economically sound."

Hugh Thompson, director of the Congress of Industrial Organizations for Western New York, voiced a charge



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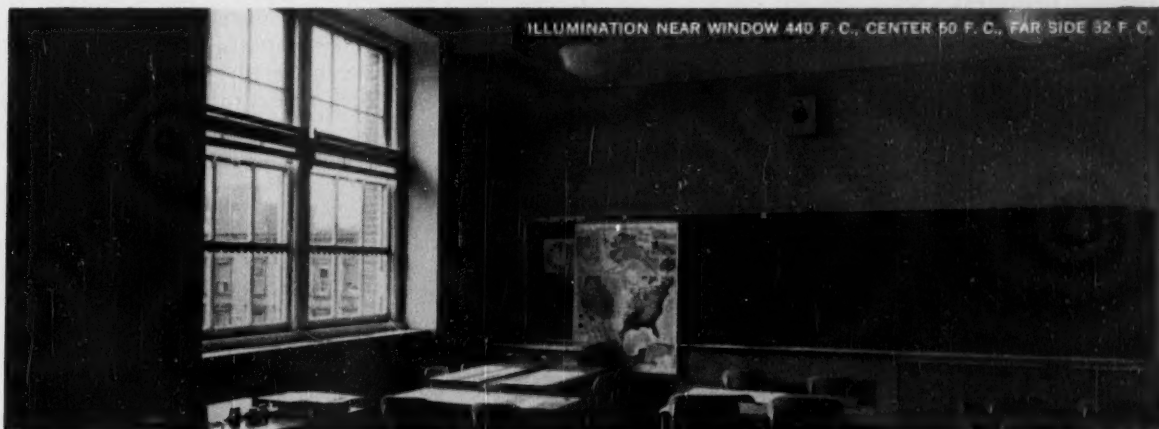
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ILLUMINATION NEAR WINDOW 440 F. C., CENTER 50 F. C., FAR SIDE 52 F. C.

bare window wastes light...leaves far side dark



ILLUMINATION NEAR WINDOW 170 F. C., CENTER 48 F. C., FAR SIDE 43 F. C.

Flexalum blind spreads light to far side of room

An exhaustive study by the Faber Birren Company* shows: A bare window gives extreme glare on one side of the room, insufficient light on the other. The FLEXALUM Blind, by reflection, *spreads* the high-intensity sunlight at the window throughout the room—giving more illumination with less glare. The brightness ratio, which was 14 to 1

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NEWS...

that some members of the commission were prejudiced against educational television. Education, he said, is not a luxury but a "living, breathing process of democracy"; he felt that the regents' plan could be well afforded. Only one speaker in Buffalo opposed the plan. This was Charles A. Suchan Jr., executive secretary of the Business and Civic Associations of the Tonawandas, Inc., who urged that thought be given to the taxpayers.

Because of the large number wishing to be heard on the subject in New York City, two sessions were held, one for proponents, the other for opponents. Among the former was William H. Jansen, superintendent in New York City, who said that the "costs of the project are soundly warranted by the value of the end product." Other speakers represented educational institutions, such as City College, New York University, St. John's University, Barnard College, Cooper Union, and Queen's College. John J. Theobald, representing the last named, stated that the cost of education by TV would amount to about 9 cents a student hour compared with \$1 an hour in city colleges and \$1.50 in other colleges. Representatives of various city museums, the public library, the teachers' guild, and medical societies also spoke.

Objections to the plan were heard the following day. Speakers included representatives of business and taxpayers, who denounced the proposal as wasteful, fraudulent and a danger to children's eyesight.

Clifford A. Allanson, executive manager of the New York State Council of Retail Merchants, charged that the regents had underestimated the cost of the proposed stations. He contended that the total cost would more likely be from \$20,000,000 to \$30,000,000.

Ralph A. Brooks, executive secretary of the Five Counties Taxpayers Defense, Inc., asserted that neither the state nor the city had the necessary funds. Other organizations giving their opinions were the Commerce and Industry Association of New York, the American Defense Society, and the State Federation of Women's Clubs. The president of the last named said that the directors of the federation were not opposed to television in education but objected to using state funds for an "unproven" medium; she mentioned the possibility that future administrations might use state operated stations for propaganda.

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No. 90C—A 2-drawer cabinet specifically designed for classroom use or for those just beginning a filmstrip library. 90-filmstrip capacity; made exactly like its "bigger brothers" shown above.

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THE CORK STRIP

has a burlap backing. The strip always fits tightly.

THE BRASS EYELETS

in every screw hole prevent screws from cutting through the cork.

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holds single spring roller mountings in upright position—necessary if spring roller is to function properly.

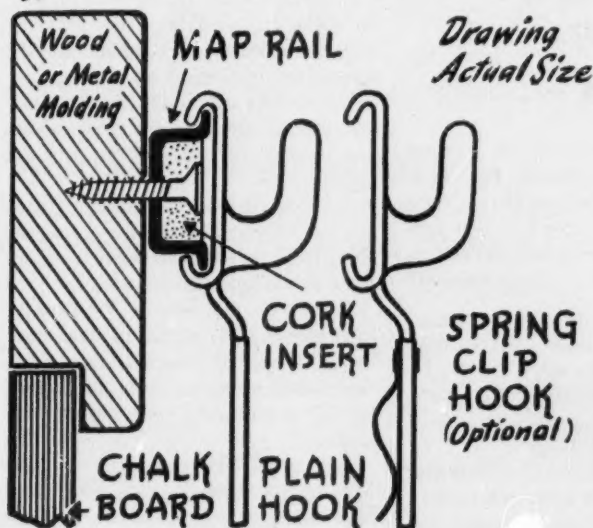
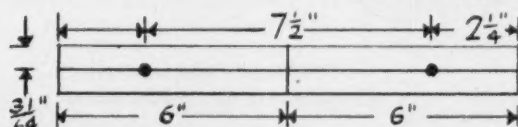
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No. 90 Nyco Display Rail, Cork-lined

18 gauge cold rolled channel steel, copper under-coating and finished in dull nickel. Lower edge of rail notched at intervals of approximately two feet to permit insertion or removal of hooks. Width of rail one inch. Available in 3 and 6 foot lengths.

Cork inlay 1/4 inch thick and 3/8 inch wide, burlap backed to run continuous length of rail.

Screw holes provided with nickel plated, counter sunk collars. Cork inlay available in either tan or green.

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No. X900 plain hook, 18 gauge steel, nickel finish. Constructed to grip the rail tightly when weighted with a map and to slide easily when weight is released. Projecting tab to insure proper operating position of maps mounted on spring rollers and to protect chalkboard moulding.

No. X910 spring clip hook same as No. X900 but equipped with spring clip on projecting tab.

Both hooks will fit either No. 90 or 91 rail. It is customary to order two hooks for each four feet of rail.

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READER OPINION

(Continued From Page 10)

makeup, and everything else.—W. HENRY GALBRETH, *director, publications-publicity division, Iowa State Education Association.*

Slightly Monumental

Sirs:

Your January issue is slightly monumental. Congratulations! The idea—top people writing as representatives of each of many essential phases of the educational operation—is excellent.—LYNDON U. PRATT, *executive secretary, Connecticut Education Association.*

tary, Connecticut Education Association.

A Great Aid

Sirs:

I enjoyed very much the special articles. It isn't very often that a magazine in school administration can have the list of authors which you had in January 1953 in any one issue. I do appreciate The NATION'S SCHOOLS and find it a very great aid in keeping me abreast of the better things in school administration.—E. H. MEL-LON, *superintendent, Champaign, Ill.*

NEWS...

Fund Spends \$4,804,179 for Experimental Educational Projects

NEW YORK.—Funds totaling \$4,804,179 for experimental educational projects have been spent by the Fund for the Advancement of Education since its establishment in April 1951, it was reported recently. The fund was given \$19,750,580 by the Ford Foundation at its inception.

The report, which covers the period between April 3, 1951, and June 30, 1952, itemizes the money spent for five major projects in education. The report states that \$4,269,096 allocated to various colleges is still unspent.

Although the fund has tried to improve education with its grants during the last 15 months, Clarence H. Faust, president of the fund, said, its real purpose in the future will be to "advance" education.

The main projects for which grants have been made include: improvement of teaching, \$5,538,305; clarification of functions and relationships of institutions, \$2,886,970; clarification of educational philosophy, \$565,000; financing of higher education, \$33,000, and equalization of educational opportunity, \$50,000.

A sixth project, which would support reserve officers training corps courses to provide leadership in the kind of education appropriate in the military forces of a democracy, has been the subject of a preliminary survey and awaits approval by the Defense Department.

Chattanooga Area Council Coordinates Adult Education

CHATTANOOGA, TENN.—In one year of operation, workshop and program activities affecting 150 community organizations impinging on a three-state area have been coordinated by the Adult Education Council of the Chattanooga area, one of 12 test projects over the country.

The council was established in January 1952 with the aid of a three-year grant from the Ford Foundation's Fund for Adult Education.

During the last year, 10,000 persons, exclusive of radio audiences, have been brought together through these adult educational activities, with the council serving as a clearing house for the programs.

Five special project committees have been set up by the council which deal with educational guidance in the fields of world affairs, economic affairs, pub-



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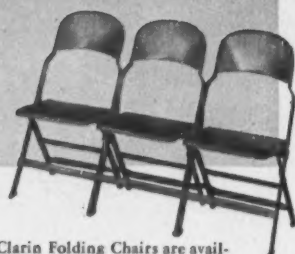
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NEWS...

lic affairs, the humanities, and family living. Initially, the emphasis was on a program planners' workshop to familiarize local agencies with the services the council could give the community through coordinated efforts. Shortly after this, the council provided coordinating services for 60 area organizations interested in some form of adult education.

Pamphlet Reviews Cost, Opportunities for Educational TV

WASHINGTON, D.C.—How to take advantage of the opportunity for educational television is the subject of a recent pamphlet released by the National Citizens Committee for Educational Television, entitled "An Opportunity Equal to the Invention of Printing."

Pointing out that the advent of television is a challenge of tremendous proportions, the committee reviews the probable cost in establishing and maintaining a television station and some of the problems of programming. Plans for the establishment of national educational radio and television program centers are discussed.

Particular attention is given to the ways in which lay citizens can help advance local efforts for an educational television station.

Philadelphia Adopts Commercial Program for Pre-College Students

PHILADELPHIA.—A new high school commercial curriculum program, designed to meet the needs of students who have the ability to qualify for college and would like to do so without losing their commercial majors, was put into operation here in February.

Students may obtain sufficient foreign language, mathematics and other academic credits to meet college requirements.

Since all commercial specialization is deferred to the 11th grade, the course serves as a screening device to help students select their specialized work. Clerical practice replaces bookkeeping in the 10th year, and the latter has been shifted to the 11th grade.

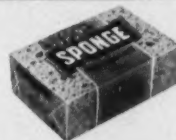
Clerical practice is now a general program for all students, regardless of whether they intend to go to college, and will give basic training in the proper use of business forms, and an understanding of the activities necessary for all major clerical jobs, school officials said.

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NEWS . . .

Dr. Hulfish, Dr. Sachar Speak at A.S.C.D. Conference

CLEVELAND.—Twenty-one hundred professional workers and parents interested in education attended the annual conference of the Association for Supervision and Curriculum Development, N.E.A., in Cleveland February 8 to 12. All previous attendance records were broken.

Featured speakers at the general sessions in Cleveland included H. Gordon Hulfish, professor of education

at Ohio State University, who discussed, "The Community Educates," and Abraham Sachar, president of Brandeis University, Waltham, Mass., who discussed, "In Defense of Tomorrow."

Dr. Hulfish noted that the school must "become a source of supply of citizens who serve America and the world well because they have learned to cherish freedom in a school that openly and warmly prizes it."

President Sachar said, "Billions are poured out for ships and guns and

planes and atomic weapons. But without faith that our lives have ultimate meaning, all of this strength lacks will and stamina. With such faith we build a defense in depth, and such a defense is impregnable."

The 1953 A.S.C.D. yearbook, "Forces Affecting American Education," was presented by William Van Til, chairman, division of curriculum and teaching, George Peabody College for Teachers. Willard Goslin, chairman, division of educational administration and community development, Peabody College, and also a member of the yearbook committee, drove home the point that the term "academic freedom" might well be buried for the next 25 years, lest it be thought to imply special freedom for teachers when such freedom should be shared by all.

The A.S.C.D. intends to continue to stress curriculum research with particular emphasis upon stimulating local action for curriculum improvement. Bernard Everett was added to the A.S.C.D. headquarters staff last year to work with local educational groups.

According to present plans the executive board of A.S.C.D. will appoint, on or after June 1, a new associate secretary in the Washington office, who will direct the association's field service program. The new staff member will direct his attention toward the expansion of activities at the state and regional levels.

The A.S.C.D. publications program will be expanded with the writing of additional pamphlets, particularly in the field of curriculum research.

The yearbook for 1954 will be written under the chairmanship of Robert Gilchrist of the public schools of Pasadena, Calif. Tentative title is "Creating a Better Environment for Learning." Preliminary planning indicates that it will suggest practical approaches to better use of school plant and instructional materials in ways consistent with sound educational theory.

The new president of the A.S.C.D., as announced at the conference, will be Alice Miel, professor of education at Teachers College, Columbia University. She succeeds Maurice Ahrens, director of instruction for the schools of Corpus Christi, Tex.

The 1954 national conference of the A.S.C.D. will be held in San Francisco; the tentative dates are February 21 to 26.—HAROLD SHANE, professor of education, Northwestern University.

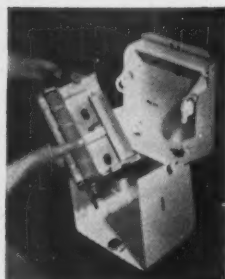
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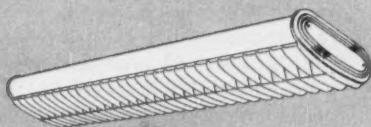
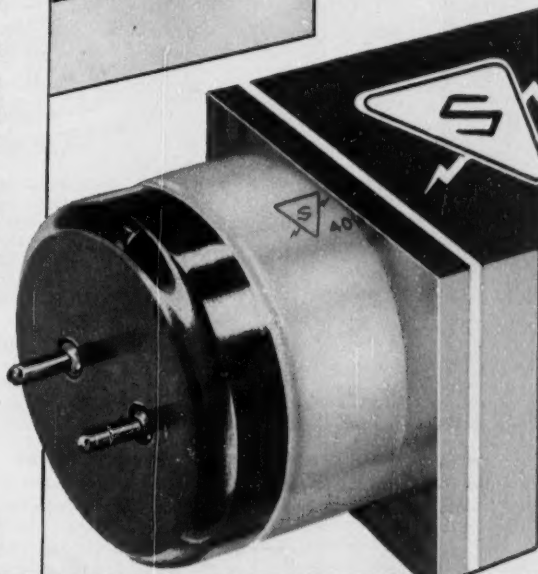
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NEWS...

A.S.C.D. Reports on "Forces Affecting American Education"

WASHINGTON, D.C.—"The schools are at the center of nearly all of the bitterly contested issues in American culture—race relations, politics, religions, international relations and other," the Association for Supervision and Curriculum Development, N.E.A. declared in a report made public February 3.

The report, "Forces Affecting American Education," is the result of a two-

year study by a committee appointed by the association.

Too many educational leaders are wetting a finger and holding it out the window to see which way the wind is blowing before taking positions on matters that count in education, the report stated.

It warned that a special interest group speaking about American education does not represent the people. "As soon as they know, the people always stand against these special interests

which would influence the schools unduly, or capture them or destroy them. It is the business of all educational workers to so work with all citizens that all know the educational score every moment of the time. The people represent the only bulwark of defense and support available to the public schools."

Stating that Americans have a right to look to their teachers and educators for leadership, the report continued: "We have too many teachers playing it safe by teaching less well than they know, and by hesitating to apply the method of intelligence. Such action is unworthy. It's a kind of treason when the chips are down as they are in our time."

Schools Friendly Toward Religion, Columbia University Dean Says

WASHINGTON, D.C.—The public schools of America are, in general, "universally friendly" toward religion. In a speech before the Fifth National Conference on Church and State, Dean Hollis L. Caswell of Columbia University Teachers College took issue with charges that schools are becoming irreligious.

The American system of separation of church and state makes it impossible to "teach religious beliefs," he said. "In communities where there is considerable homogeneity with regard to religion, public schools often teach a good deal about religion. On the other hand, where there are strong denominational groups which differ sharply in their beliefs, little direct reference to religion is likely to be found."

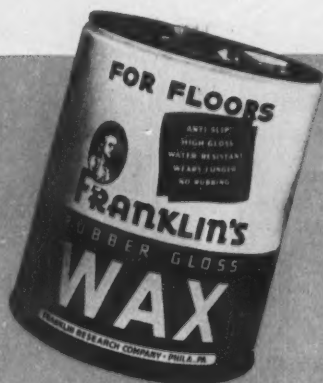
Public schools can, should and do emphasize the importance of religion as a force in America's history and culture and in the lives of individuals, Dean Caswell said.

Plans 10 Year Program to Produce More Elementary Teachers

EVANSTON, ILL.—A 10 year program to produce more qualified teachers for the nation's elementary schools was announced here recently by the National College of Education. Termination of the plan will coincide with the college's 75th anniversary.

K. Richard Johnson, president, reported that the college expects to establish nine memorial chairs in the fields of child growth and development, health and safety, the humanities, and the sciences and to give increased fi-

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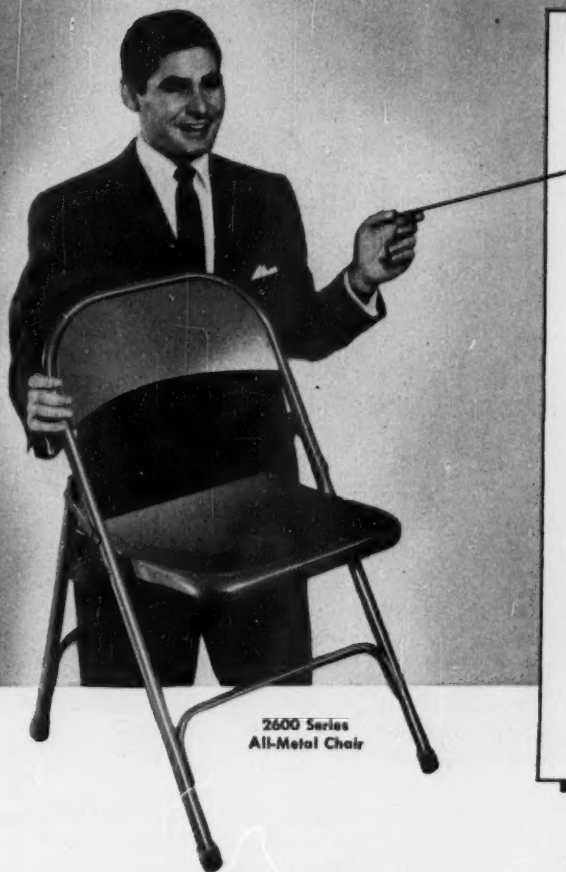


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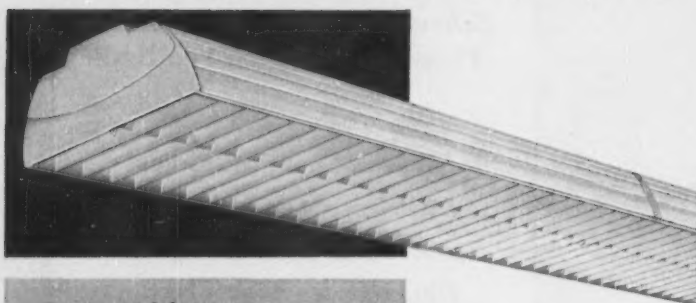
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NEWS...

nancial assistance to deserving students through an extended scholarship fund.

Additional funds are to be sought for foreign students and for grants-in-aid for young people who have demonstrated ability in the teaching profession but who are unable financially to attend college.

Massachusetts Governor Urges Increased State Aid to Education

SPRINGFIELD, MASS.—"Increased state aid to education is a must," declared Gov. Christian Herter of Massachusetts, in a speech delivered here recently. "The public school is the bulwark of the nation."

A four-point program Governor Herter outlined included:

"1. Strengthen the department of education by providing proper personnel, leadership and services.

"2. Provide superior training for future teachers, through the best possible facilities at teachers colleges.

"3. Assist local communities in maintaining a salary schedule comparable to that of other states.

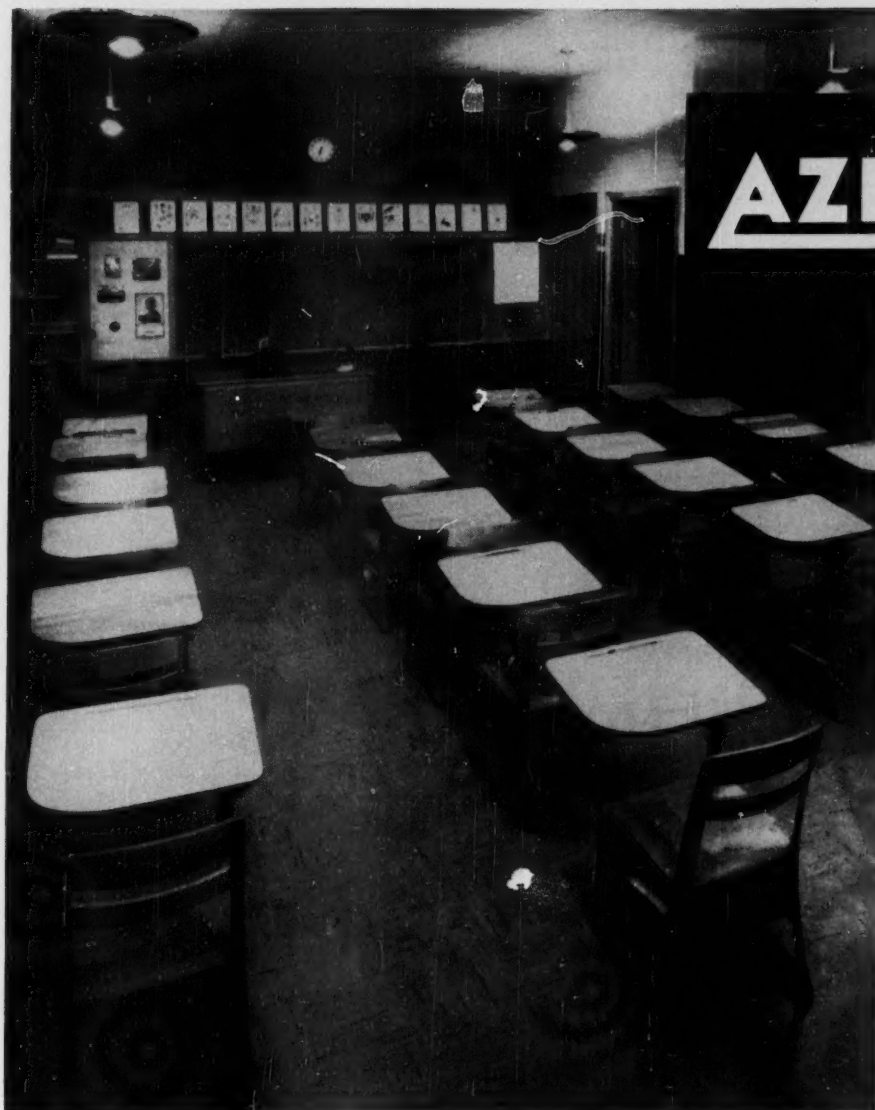
"4. Provide all possible financial aid to cities and towns based on local needs for educational purposes."

But "reshuffling the present tax structure will not do the job—by \$18,000,000," he observed. "The tremendous sums of money put into other uses beyond the capacity of the state to pay has caused delay in providing the necessary expenditures for education."

A.C.E. Commission to Study Education of Women

WASHINGTON, D.C.—A new commission to study the education of women has been established by the American Council on Education, with Esther Lloyd-Jones, professor of education at Columbia University, as chairman. Director of the project, for which a three-year \$50,000 grant has been made by the Ellis L. Phillips Foundation of New York, is Althea K. Hottel, dean of women at the University of Pennsylvania. Dr. Hottel has been granted a leave of absence and will establish the commission office in Philadelphia.

The object of the study is to explore the current and long-range needs of women as a result of the impact of changing social conditions upon them. According to Arthur S. Adams, council president, "this will include a consideration of women as effective individuals, as members of families, as gainfully



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NEWS...

employed workers, as participants in civic life and as creators and perpetrators of values."

Aid to Education Helps Raise Standards of Living, Says Dr. Clark

NEW YORK. — Aid to educational programs, properly given, can be far more effective in raising living standards in underdeveloped countries than can simple economic assistance, points out Harold F. Clark of Columbia University, who has just completed a 10

year study of educational problems in 59 nations of the free world. His findings will be published this year.

Dr. Clark believes that adequate educational systems can be set up in all of these countries for a total cost of from \$50,000,000 to \$75,000,000. This, however, does not include their continuance and ultimate cost.

He emphasizes, for example, the need for technical schools in such fields as medicine, engineering and agriculture. These would, in turn, produce their own

technicians. In short, the problem is not merely one of attacking worldwide illiteracy but rather of developing the means by which each community can continue to contribute to its own progress, Dr. Clark indicates.

First Educational TV Station to Begin Operating in Los Angeles

LOS ANGELES.—At a cost of about \$500,000, an educational telecasting station, using Channel 28, is preparing to go into operation here.

It is the first full-fledged educational TV station known to have taken advantage of the Federal Communications Commission's order last spring "un-freezing" ultra-high frequency bands temporarily reserved for educational telecasting. Set up by the Allan Hancock Foundation, an educational and cultural philanthropy whose headquarters are at the University of Southern California, the station will be essentially operated by educational institutions on all three levels in this district.

New Jersey to Survey Public School Building Needs

TRENTON, N.J.—The New Jersey State Department of Education will undertake a survey this spring of the state's public school buildings, their condition, and the needs of the future. Funds for the survey were provided from state and federal sources.

The study, which will give data to aid in construction planning for the next 10 years, will be organized and directed by Joseph E. Clayton, Monmouth County superintendent, announced Frederick M. Raubinger, state commissioner of education.

The first of its kind, the survey will provide data on the buildings' sanitary and safety facilities, number of pupils to a room, number of part-time classes because of lack of space, and the extent of substandard facilities in use.

Ohio Voters Approve Bond Issues

COLUMBUS, OHIO.—Voters in Ohio during 1952 approved 175 school bond issues totaling \$59,041,468. They defeated 41 issues totaling \$19,428,484, according to a report by the bureau of educational research at Ohio State University. The total amount of issues submitted was approximately \$24,000,000 below the amount submitted in 1951. Voters also approved during the year 674 out of 679 special school levies submitted on the ballot.

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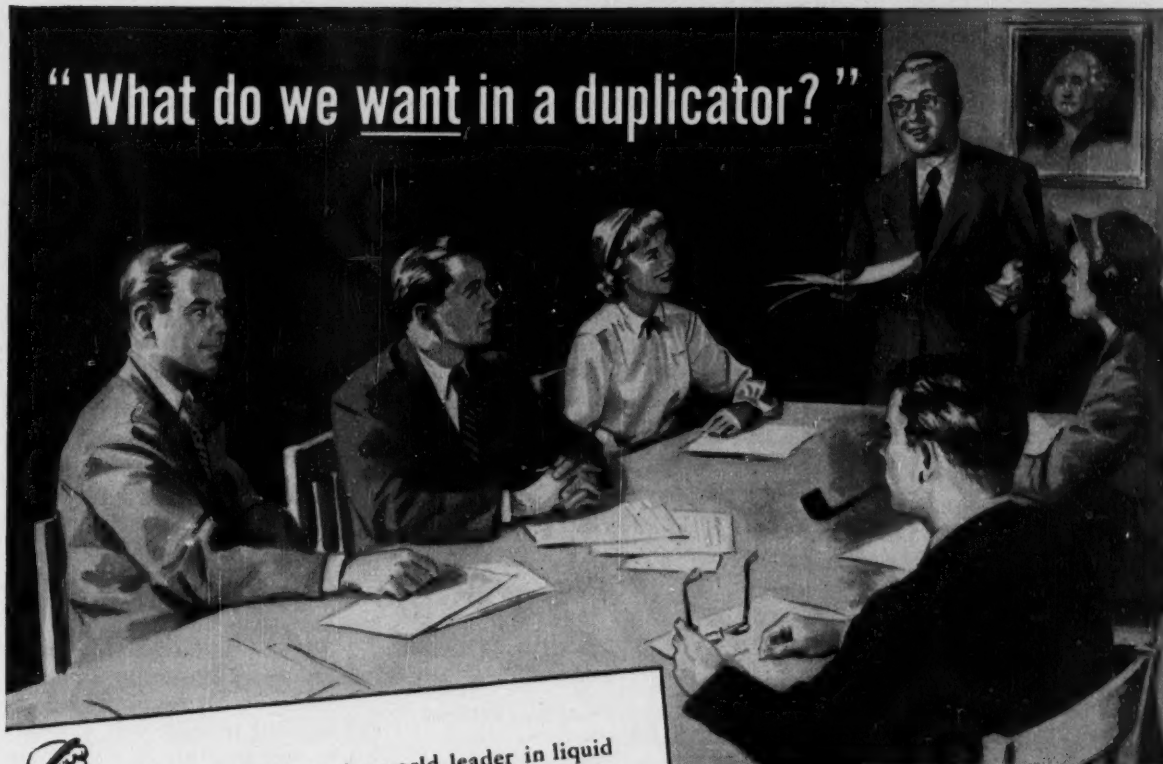
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NEWS...

Maturity, Not Age, Is Factor in Teaching Three R's

WASHINGTON, D.C. — Parents and teachers must recognize that the maturity of a child and not his age is the important factor in teaching the three R's, a study report, entitled "The Three R's in the Elementary School," pointed out recently.

The report was released by the Association for Supervision and Curriculum Development, a department of the National Education Association.

The study was made "because of a strong conviction on the part of many educators that abilities and skills in the three R's, functionally developed, are more important in the living of all people today than they ever were in the past." These abilities are best developed as a part of the total program rather than in isolated classes of a school day, the report stated.

Results of the study indicate that: (1) the three R's still continue to have top priority in school programs; (2)

children who are taught by modern methods excel their parents and grandparents in the three R's when comparable levels of education are considered, and (3) teachers today through study and research have learned more about the growth and development of the individual child and can do a more nearly complete job of incorporating the basic skills in a broader program of education.

South Needs to Train Psychologists, Says Dr. Hobbs

ATLANTA, GA.—If the South is to overcome a severe shortage of community psychological services, it is essential to develop undergraduate programs for the training of psychologists in southern colleges, Nicholas Hobbs of George Peabody College for Teachers stated here recently.

Stating that there was little graduate training for psychologists in the South, Dr. Hobbs said this was mainly because undergraduate programs were so inadequately organized that "many students did not know how to become professional psychologists."

Dr. Hobbs spoke at a southern regional conference, co-sponsored by the Southern Regional Educational Board and the U.S. Public Health Service. The conference was designed to develop an action program for the basic education of psychologists and to define the community service rôle of psychologists.

The meeting was attended by 150 representatives of southern colleges and universities, school systems, state mental health departments, psychological associations, and community, state and federal government agencies interested in health and welfare work.

Bergen County, New Jersey, to Build 28 Schools This Year

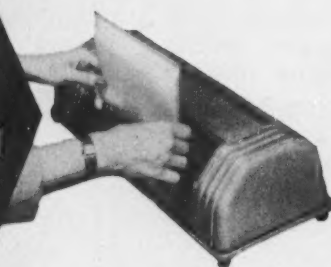
HACKENSACK, N.J.—At a cost of \$43,000,000, 28 new school buildings, including five high schools, two junior high schools, and 21 elementary schools, will be built in Bergen County, New Jersey, this year, according to figures supplied to County Superintendent Roy R. Zimmerman.

Two of the new high schools are regional institutions to accommodate students from near-by communities.

Extensions also are being made on 19 elementary schools, exclusive of the minor repairs and alterations included under the general heading of maintenance and repairs.

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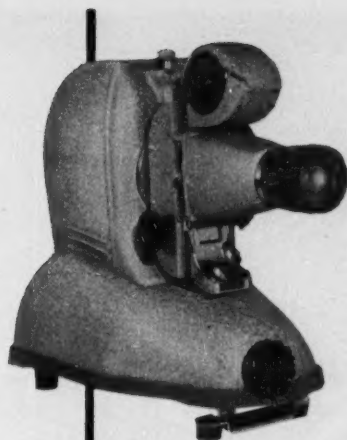
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Firm _____

Address _____

City _____ Zone _____ State _____

HOW TO INCREASE THE UTILIZATION OF YOUR FILMSTRIP PROJECTOR

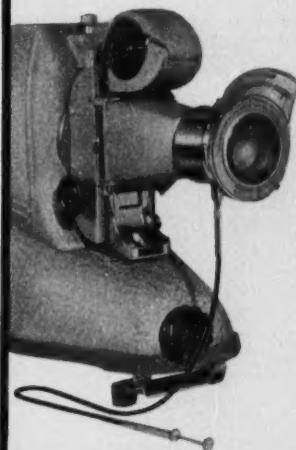


Instructor 500

The SPEED-I-O-SCOPE by SVE . . . for skill training by the flash-recognition method

Flash-recognition, or tachistoscopic training, is one of the most widely approved audio-visual teaching methods. A Tachistoscope is a still projector equipped with a shutter-like device for flash-recognition exposures. The Speed-i-o-scope is the SVE brand Tachistoscope shutter.

It may be attached to any standard filmstrip or slide projector with a front end lens diameter of 1-7/8 inches (Series O), or 2-1/16 inches (Series S). The Speed-i-o-scope is a precision mechanism with seven speeds, from 1 second to 1/100th second. Complete with case, \$84.95.



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This convenient projector accessory makes possible the group study of micro-slides by an entire class. Science lectures, for example, can be more closely correlated with laboratory sessions. The Micro-Beam may be attached to any standard filmstrip or slide projector

with a Series O (1-43/64" diameter) or Series S (1-15/16" diameter) lens when used with adapter. Cross sections, whole mounts, temporary mounts and other flat objects can be effectively projected with this ingenious, low-cost attachment. Complete with case, \$39.50.



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Start with the accepted fact that knowledge and understanding are essential for enthusiastic support and interest. Then it is simply good policy to maintain a flow of bulletins and reports about your school's educational goals, program and progress—about all school activities. One of the seven A. B. Dick mimeographs provides you with a success-proved way for doing this important job—and you can have one to fit your budget.

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☐ Information about the new A. B. Dick spirit duplicator.



NEWS...

Plan Voluntary Fingerprinting of Children for Civil Defense

HARTFORD, CONN.—A voluntary program for fingerprinting Hartford's school children, to assure identification in case of civil defense emergency, has been planned by the board of education here but is being held up until the board hears from state civil defense officials.

The Hartford board wants assurances that the fingerprint records will not be used for any other purpose.

The reason for the delay in the program is that, early in January, George C. Conway, state attorney general, ruled that compulsory fingerprinting would be an invasion of personal and private rights.

New York School Budget Biggest in History

NEW YORK.—If the board of estimate here approves the board of education's new expense budget of \$279,022,785 for the 1953-54 school year, it will represent the largest annual outlay in the history of the system.

Although the budget represents an increase of \$28,853,322 over the current budget, it is still below the amount needed for school repairs, supplies, equipment, special services, and salary adjustments, according to the board.

Harold Siegel, research director of the United Parents Associations, expressed disappointment that the new budget would mean no improvement in services.

CARE Prepares Materials for English Study Overseas

NEW YORK.—To help the people of other lands learn the English tongue, the CARE book fund has compiled a \$10 English language instruction book package.

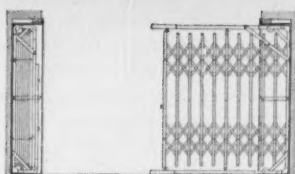
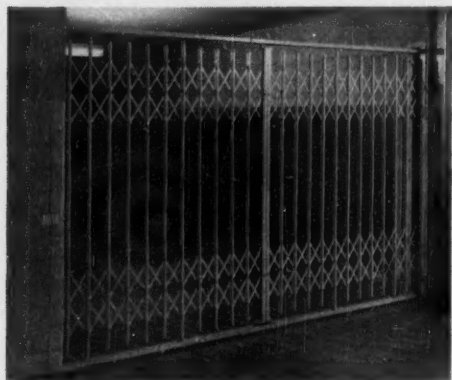
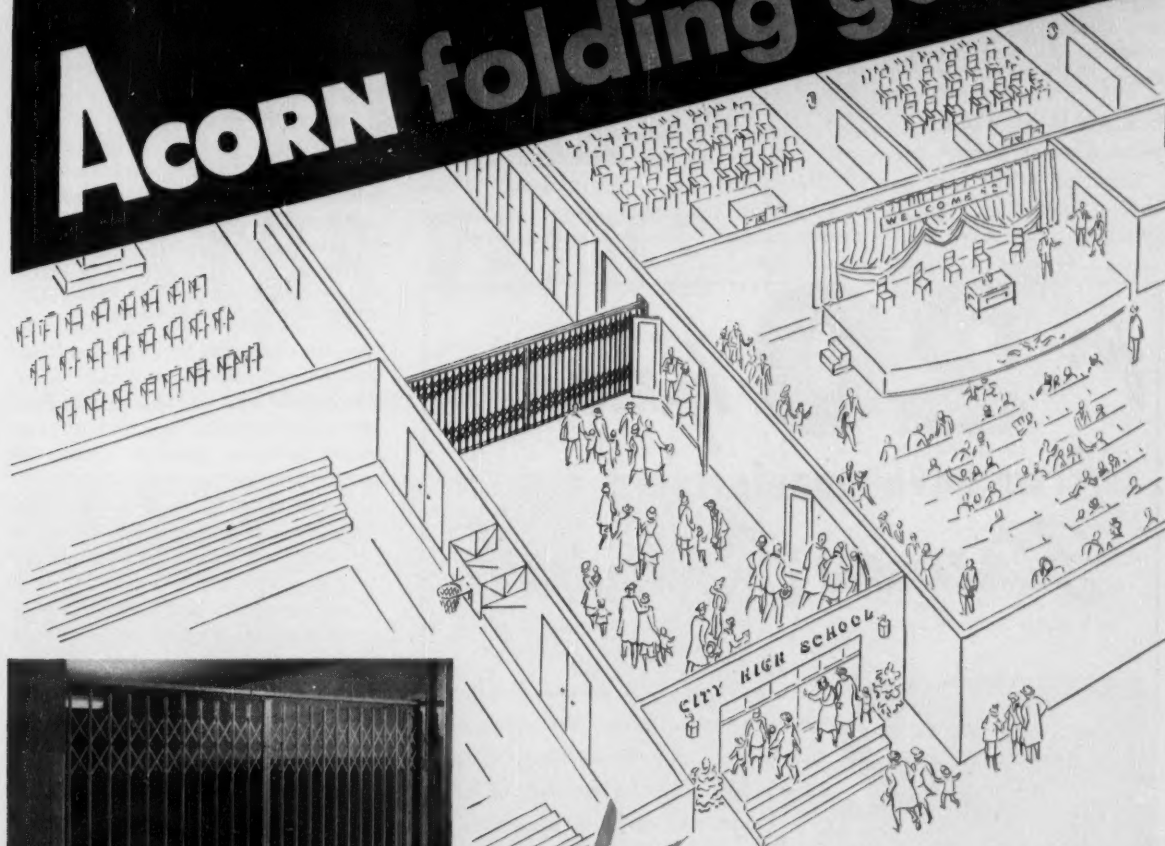
Suitable for persons with enough educational background to study on their own as well as for classroom use in high schools and universities, the package contains a set of instruction manuals illustrated with pictures, a dictionary, and six volumes of American and English literature, short stories, and poems.

Streamlined Recruiting Technic Adopted by San Diego

SAN DIEGO, CALIF.—Frank Tait, director of personnel for San Diego schools, is going well armed on his annual teacher recruitment tour this spring. He will take with him a print of the

Day and Night, More Schools Rely On

Acorn folding gates



(Illustrated above) Acorn "in-a-wall" folding gate unit. Diagram shows half of unit compactly folded into wall cabinet.

to...

PROTECT school property and equipment from casual damage or acts of vandalism after school hours.

INSURE quick, easy control of after hours groups using gymnasium, auditorium or class rooms.

SCHOOLS WORK OVERTIME TOO! More and more communities are now enjoying the facilities that schools offer for class instruction, sports events, lectures and public meetings. All after scheduled school hours! During such times, Acorn "in-a-wall" Folding Gates act as a school guardian. Quiet, impersonal, architecturally correct, they keep the evening crowds neatly channeled into the auditorium or gymnasium, and away from unused classrooms. The evening over—the gates are folded into small flush cabinets. No fuss, no bother, just complete, dignified security. Ideal for new or old school, there is a gate to meet any requirement. Full specifications available in Sweet's Architectural File, or simply write for the new Acorn catalog today.

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NEWS...

city's annual report motion picture film, "The City You Live In," to show to prospective teachers, and has asked for help from staff members who can lend him 35 mm. color slides showing the activities and the program of the San Diego schools.

U.S. Aid Helps Build West German School

SEEHEIM, WEST GERMANY.—The United States High Commission is assisting with the financing of a modern

German boarding school by contributing \$210,000 of the cost of \$728,000. The school will consist of 14 low buildings joined by covered passageways. Provisions are made for a kindergarten, primary, intermediate and high school departments, and a department for backward pupils. A dormitory with 120 beds will be a part of the school. Other features will be a combination theater, auditorium and gymnasium, a shop building, and a special building for chemistry, physics and metalwork.

Interscholastic Athletic Competition Held Undesirable for Children

WASHINGTON, D.C. — Eighth graders and their younger schoolmates should not compete in high pressure interschool competition of the varsity type.

This was the decision of the Joint Committee on Athletic Competition for Children of Elementary and Junior High School Age, which issued a report recently entitled "Desirable Athletic Competition for Children."

Instead of leagues, tournaments, "little" bowl games, midget football, "biddy" basketball, and night-time contests, the committee felt that schools and communities should encourage intramural activities, interclass competition, sports days and play days, with an occasional invitation game to climax the sport season.

The foundation for any athletic program, the committee noted, should be the needs, capabilities and interests of growing children.

Representatives of four national educational groups compose the committee. They are: the American Association for Health, Physical Education, and Recreation; the Society of State Directors of Health, Physical Education, and Recreation; the Department of Elementary School Principals, National Education Association, and the National Council of State Consultants in Elementary Education.

Student Exchange Planned for Roanoke and Manitowoc

ROANOKE, VA.—A student exchange will take place this year between Jefferson High School here and Manitowoc, Wis. Thirty Roanoke students will spend two weeks this winter in Wisconsin, and later in the year 30 students from Manitowoc will return the visit.

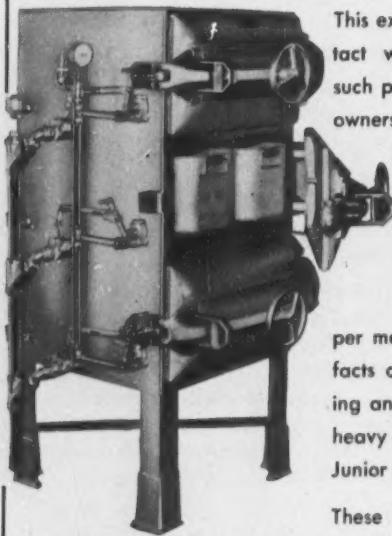
The school board will pay the expenses of the two chaperones while the students will pay their own fares, which will amount to about \$70 apiece.

Selection of the 15 juniors and 15 seniors who will make the trip will be based upon scholarship, leadership in school life, reputation as reflected in school activities, and other factors.

More Negro Teachers Employed Since Segregation Abolished

NEWARK, N.J.—The New Jersey Department of Education reported recently that there are now more Negro teachers in the south Jersey schools

for **20** Years
we have manufactured
Steamers Exclusively



STEAM-CHEF, our heavy-duty steamer, is available with 2 or 3 compartments. Steamcraft, for smaller kitchens, with 1 or 2 compartments. All models available for direct steam, gas or electricity.

Educational 24-minute sound, color movie gives dramatic steam-cooking demonstration. Available on request for showing to groups.

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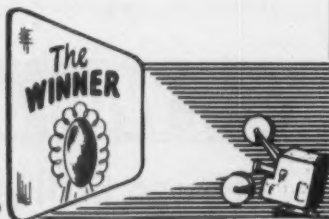
"The Steamer People"

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This experience in manufacture, and contact with actual users, has produced such practical and efficient steamers that owners and operators continue to buy more and more STEAM-CHEF steamers. There are more STEAM-CHEFS in use today than all other makes combined.

If you serve more than 50 persons per meal it is to your interest to get the facts on the advantages of steam cooking and the advantages of STEAM-CHEF heavy duty steamers and "Steamcraft" Junior steam cookers.

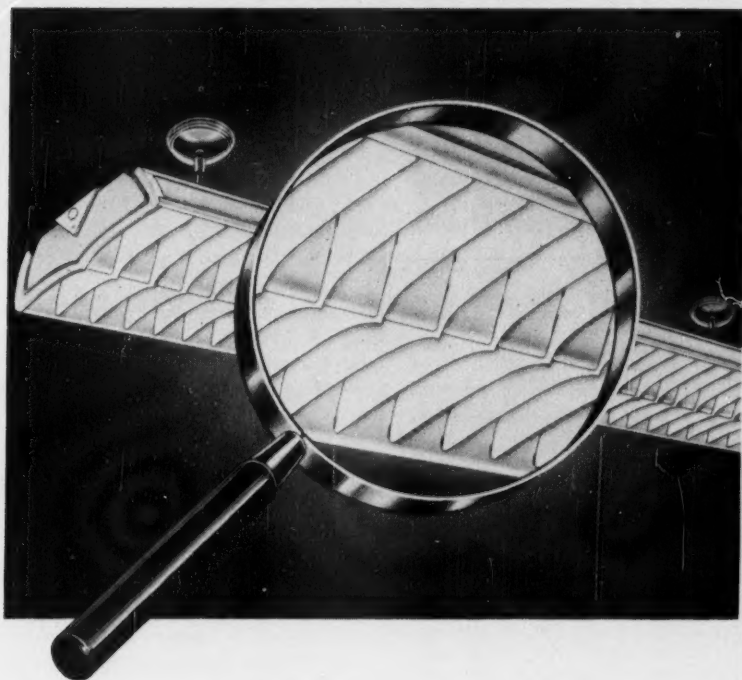
These steamers will save you money in 10 ways and help you serve better meals in 10 more. Ask your dealer, or write us.



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for your school lighting investment



THIS IS A CLOSE-UP of the interlocking louver feature of Day-Brite's LUVEX® school lighting fixture. Each cross-wise louver is firmly locked into the center "V" louver and both side rails. The whole shielding unit is rigid. It won't sag. It won't rattle. Louvers will not twist or bend out of shape while the fixture is being cleaned.

IT IS IMPORTANT for you to know about this "close-up" quality feature. It is one of many reasons LUVEX® gives you more value without costing more.

QUICK FACTS ABOUT GLARE IN THE CLASSROOM

GLARE is a treacherous enemy of young eyes. It actually destroys the *urge to see*. It is a direct cause of eyestrain which often leads to serious eye defects. Certainly, continued discomfort from glare robs a child of his ability to concentrate and learn.



That's why the choice of lighting fixtures that go into your classroom is such an important decision.

A properly shielded fixture reduces glare. A fixture which has poor shielding, or, none at all, is bound to cause harmful glare for some students in some parts of the room.



Good shielding is one of the reasons Day-Brite's LUVEX® has been selected for hundreds of school lighting installations from coast to coast. A well-planned LUVEX® installation furnishes uniform illumination to all parts of the room, eliminates harsh shadows and protects precious young eyes from eyestrain.


May we send you all the facts about LUVEX® — America's first choice for school lighting?

Write Day-Brite Lighting, Inc.,
5451 Bulwer Ave., St. Louis 7,
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— with famous COLONIAL
COLD CATHODE 15000-Hour
Lamps


Colonial Cold Cathode lighting has reduced school illumination costs more than 50%.

A constantly growing number of Public Schools, throughout the country have case histories of Cold Cathode lighting for 5 to 7 years without lamp replacements.

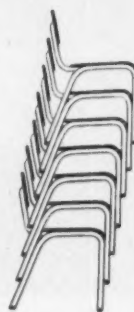
COLD CATHODE LIGHTING MEANS:

- Lamp life over 22,000 hours — certified by Elec. Testing Labs. (ETL)
- No glare
- Minimum Stroboscopic
- Underwriter approved fixtures
- A.F.L. Union Label

Write today for School lighting brochure including list of schools now using Colonial Cold Cathode lamps and fixtures.



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from seating to stacking...in a minute flat!

A complete line of modern chairs, tables, desks and cots—based on the stacking principle! Light yet sturdy, they allow maximum flexibility, are ideally suited to any schoolroom which serves varied groups or programs. Write for complete catalog.



school interiors co.

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NEWS...

than in 1948 when south Jersey began its de-segregation.

Twenty-three new Negro teachers have been added in the nine counties, said Joseph L. Bustard, director of the state division against discrimination, and 425 Negro teachers are serving in elementary and secondary schools in the nine south Jersey counties.

Teacher Placement Association to Meet in Houston, Tex.

CHICAGO.—The University of Houston, Houston, Tex., will be host to the 1953 annual meeting of the National Institutional Teacher Placement Association next December. Members of the N.I.T.P.A. are directors of educational placement from public and private colleges and universities throughout the nation.

The following officers were elected at the N.I.T.P.A.'s recent annual meeting in Chicago: president, Frances M. Camp, State University of Iowa; vice president, Lloyd D. Bernard, University of California; secretary, M. Helen Carpenter, University of Colorado; treasurer, Juanita B. Mantle, University of Michigan, and archivist, Frank S. Endicott, Northwestern University.

The new member of the executive committee is Earl M. Pallett, University of Oregon. Continuing members are Marete Quick, University of Pennsylvania, and Wayne Schomer, Indiana State Teachers College.

COMING EVENTS

MARCH

5-7. Missouri Valley Adult Education Association, Kansas City, Mo.

APRIL

5-10. Study Conference, Association for Childhood Education International, Denver.

6-11. National Art Education Association, St. Louis.

16-19. Institute for Education by Radio-Television, Columbus, Ohio.

26-29. New York State Association of School Business Officials, Syracuse.

MAY

4, 5. National Association of State Universities, Columbus.

OCTOBER

8, 9. American Council on Education, Washington, D.C.

19. Association of Urban Universities, St. Louis.

The NATION'S SCHOOLS



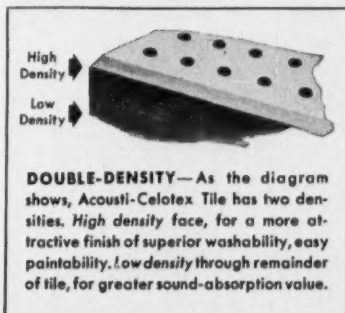
Enter QUIET... and with it, more fruitful study!

Take any school corridor—add shrill voices, scuffling feet, constant activity—and you have a problem too serious to ignore... noise. Irritating noise that filters into classrooms and makes distinct hearing difficult, concentration next to impossible! Distracting noise that blocks both teaching and learning!

Low-Cost Solution

To guard against this, hundreds of schools have installed economical Acousti-Celotex Sound Conditioning! In corridors, gyms, cafeterias, band rooms, study halls and libraries—a sound-absorbing ceiling of Acousti-Celotex Tile checks noise, brings quiet

comfort that benefits all. In classrooms, auditoriums and music rooms it improves acoustics, makes distinct hearing easier.



Easy Maintenance

Acousti-Celotex Tile is quickly installed, requires no special maintenance. Its remarkable *double-density* feature (see diagram) defies warping—provides a surface of unusual beauty and washability. Can be washed *repeatedly* and painted *repeatedly* with no loss of sound-absorbing efficiency!

MAIL COUPON TODAY for a Sound Conditioning Survey Chart that will bring you a *free analysis* of the noise and acoustical problems in your school, plus a factual free booklet, "Sound Conditioning for Schools and Colleges." No obligation!



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Without cost or obligation, send me the Acousti-Celotex Sound Conditioning Survey Chart, and your booklet, "Sound Conditioning for Schools and Colleges."

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Address _____

City _____ Zone _____ State _____

NEWS...

Barnard President Advocates Academic and Vocational Courses

NEW YORK.—In her biennial report as president of Barnard College, Millicent C. McIntosh voiced strong support for "liberal education" which would enable college graduates to relate their academic studies to "the great human problems faced by every individual," as well as to help meet their vocational needs.

Liberal arts colleges have been too afraid of the word "vocation," Mrs. Mc-

Intosh declared. She said that courses of a vocational nature "should be given side by side with those which are purely theoretical or historical."

Continuing, Mrs. McIntosh stated: "A teacher cannot assume that he is liberating the minds of his students simply because he teaches a subject universally associated with the liberal arts; nor can we *ipso facto* condemn a subject as 'practical' because it applies theoretical knowledge to the realm of experience."

ABOUT PEOPLE SUPERINTENDENTS...

Stuart F. McComb, formerly superintendent of the high school and junior college districts at Compton, Calif., and president of Compton College, is now superintendent at Pasadena, Calif. He succeeds Frank R. Walkup, who had been acting superintendent since the resignation of Willard E. Goslin in November 1950 and who has returned to the principalship of McKinley Junior High School. Dr. McComb's early experience as principal and teacher in rural schools in Arizona began in 1929. Since then he has taught and held administrative positions in Colorado and California. During his superintendency at Compton he supervised the changeover from the 6-4-4 organization of the schools to the 6-3-3-2 plan, a plan which is to be voted on shortly in Pasadena.



Stuart F. McComb

F. L. Kinley, superintendent at Findlay, Ohio, for 16 years, has resigned for reasons of health. Zola Jacobs has been named acting superintendent.

M. Evan Morgan, formerly assistant superintendent of the city schools at Santa Monica, Calif., has succeeded William S. Briscoe as superintendent at Santa Monica. Dr. Briscoe is now professor of educational administration at the University of California, Los Angeles.

Donald D. Reber is now superintendent of the unified school district at Lynwood, Calif. He formerly was principal of Lynwood High School.

Erling O. Johnson, superintendent at Northfield, Minn., will become head of the schools at Mankato, Minn., succeeding J. E. Anderson, superintendent at Mankato since 1931, who is retiring at the end of this school year.

Joseph B. Van Pelt, superintendent at Bristol, Va., is the newly elected president of the Virginia Education Association for a term of two years.

Robert Davis, superintendent at Kinde, Mich., is the new head of the community schools at Elkton, Mich., succeeding Edward Dykstra.

Robert H. Norman will become superintendent at Montevideo, Minn., July 1, succeeding C. A. Pederson, who is retiring. Mr. Norman is now superintendent at Ortonville, Minn.

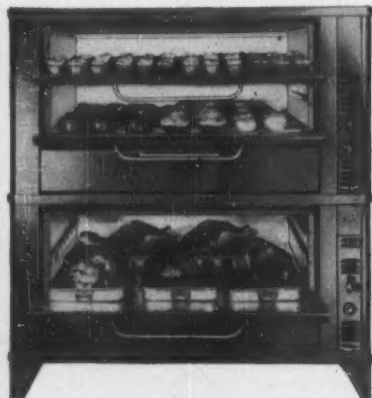
F. A. Marty has been appointed

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You can roast, bake and do general oven cookery in a Blodgett oven because of its flexibility and capacity. Each section is separately controlled for proper heat. Foods requiring different temperatures are cooked in different decks at the same time; meat might be roasted in one section at 300°F, baking done in another at 425°F, and general oven cookery in still another at 350°F. A Blodgett is continually producing for you because it can take care of as much as 70% of the cooked food items on your menu.



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One deck holds twelve 10 in. pie tins or two 18 x 26 bun pans.

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One deck holds as many as 116 casseroles or comparative capacity.

ROASTING

One deck has capacity for five 25 lb. turkeys or equal capacity.

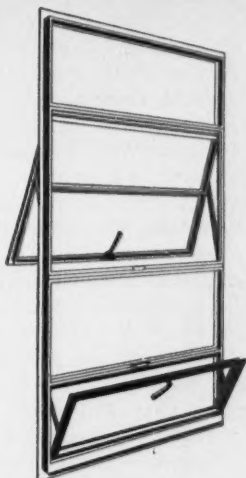
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Blodgett makes ovens from its "Basic Three" design which provides the units to make 24 models.

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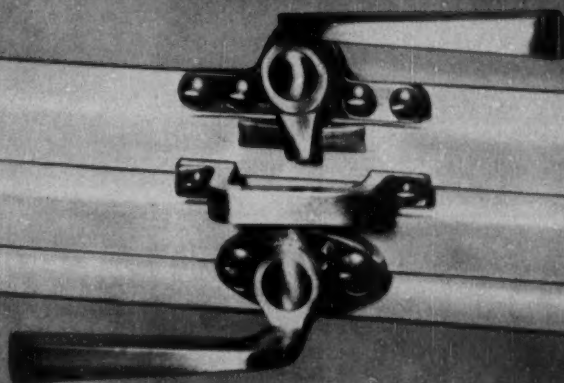
50 LAKESIDE AVE., BURLINGTON, VERMONT

Where the *other* services also count - it's always BAYLEY WINDOWS



Other Premium Features
that put this window
in a class by itself

- Carries Quality Approved Seal of the Aluminum Window Mfgs. Ass'n. for materials, construction, strength of sections and air infiltration.
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- Simplicity—No complicated mechanism.
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- Glazing outside—flat surface inside.
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- Easily washed from inside.
- Prepared for screens.
- Permits use of accessories, such as draperies, shades, curtains, venetian blinds or awnings.



Approximate 1/2 actual size

Even To The Details - quality points like this hardware have earned a preference for Bayley Aluminum Projected Windows

A fine quality product is the first essential to a truly satisfactory relationship. Bayley has never lost sight of this fundamental, even though they earned, and have enjoyed for many years, an unexcelled reputation for *better service* through all the building stages. This is shown by the fine-point attention given to every detail of Bayley Window design and construction.

For example, note the mechanically simple, carefree design of these sturdy, positive operating white bronze handles. They fit neatly to the flat surface of the window and are securely attached with screws threaded in grommets embedded in the section. This is only one of the many premium features that is earning such widespread favor for Bayley Aluminum Projected Windows for all classes of buildings.

Regardless of your window requirements you will find extra values in Bayley's years of specialized window experience. So discuss your needs with us. Write or phone.

See Bayley, in Sweet's. Complete catalogs on aluminum windows, 16a/Bay; steel windows, 16b/Ba; Saf-T-Gard Hospital Detention Window, 16b/Bay.

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RELIABILITY



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NEWS...

superintendent at Akeley, Minn., to serve until June 30, filling a vacancy created by the resignation of A. G. Anderson.

Hollis E. Ingalls has been named superintendent at Machias, Me. He had held a similar position for the last 10 years in Union 59, Bingham, Me.

Walter E. Scott, principal of Amesbury High School, Amesbury, Mass., has been appointed superintendent of the new Tantasqua Regional School to be built in Sturbridge, Mass. He will assume his position in September.

Robert C. Herness is now superintendent for Thurston County, Washington, succeeding Martin S. Miller.

Edwin J. O'Leary, former superintendent at Pana, Ill., is the new superintendent at Garden City, Mich.

James Lapitz, Britt, Iowa, is the new superintendent at Cantrill, Iowa, succeeding Noble Ben Martin, who had held the position for three and one-half months.

H. N. Neuman is the new superintendent of the Endeavor-Oxford Union

Free High School at Oxford, Wis., succeeding Durlin Pawlisch.

Ralph W. Goodrich, formerly superintendent at Middlebury, Vt., is now superintendent at Amherst, Mass.

Homer Willems has been named to succeed the late Curtis Tronson as superintendent for Door County, Wisconsin. Mr. Willems served under the late superintendent for eight years.

Richard H. Hungerford, formerly director of the New York City Bureau for Children With Retarded Mental Development, was recently appointed superintendent at Laconia State School, Laconia, N.H., succeeding Harold E. Connolly.

Paul Bramlet has succeeded Martin N. B. Holm as superintendent at the U.S. Indian School at Chemawa, Ore. Mr. Bramlet formerly was principal of the Intermountain Boarding School at Brigham City, Utah. Mr. Holm's new position is as director of schools for the Bureau of Indian Affairs in Oregon, Idaho, Montana and Washington.

James T. Wilson, superintendent for Dade County, Florida, for the last 16 years, has resigned.

H. M. Ivy has resigned, effective next January 1, as superintendent at Meridian, Miss., a position he has held for the last 29 years. For 10 years prior to that Dr. Ivy was director of secondary schools in Mississippi.

E. J. McKean, superintendent at To-mah, Wis., for the last 31 years, will retire at the end of the present school year. Mr. McKean has served as president of the Wisconsin Education Association and the Wisconsin Rural-Urban Schools Association.

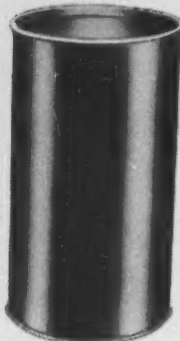
J. Harold Brinley has succeeded Walter Johnson as superintendent at Las Vegas, Nev. Harvey Dondero, formerly principal of the elementary school at North Las Vegas, Nev., is now assistant superintendent at Las Vegas.

Olai Hageness, assistant superintendent of the Clover Park school district, south of Tacoma, Wash., has been elected the 65th president of the Washington Education Association, succeeding J. Wesley Crum of Ellensburg.

Charles H. Northrup, formerly coordinator of school business administration for the New York State Department of Education, has been named superintendent at Dover, N.H.

James A. Hall, at present director of instruction at Denver, will become superintendent at Port Washington, N.Y., in September. In his new posi-

tough babies



Tapered or straight; cans with heavy steel tube and heavy gauge steel bottoms; baskets with steel top rings and bottoms, and metal side seams. All powerfully built of case-hardened FIBEROK. Full information sent on request.

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A Daylight Wall of Tuf-flex in the Laurel School at San Mateo, California:
Franklin, Jump and Falk, architects.

WINDOWS THAT ANTICIPATE TROUBLE

TUF-FLEX on the playground side

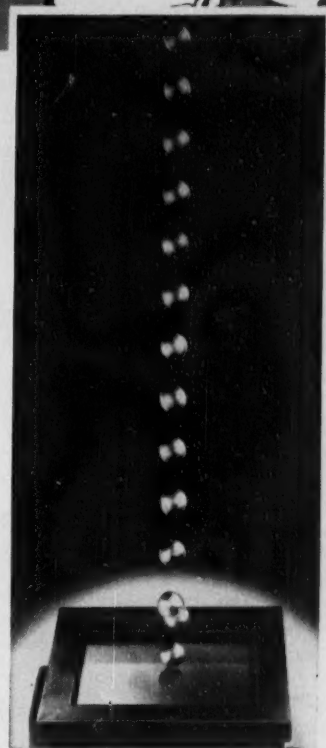
You can lessen damage to your windows from batted balls and other playground accidents by anticipating the trouble with *Tuf-flex** glazing. Savings which result make the extra cost of *Tuf-flex* tempered plate glass a wise investment. Whether you specify it for your new buildings or use it to replace damaged windows, the benefit is the same. You anticipate expense and forestall it.

L·O·F *Tuf-flex* for school windows is $\frac{1}{4}$ "-thick plate glass, heat-strengthened during manufacture to withstand greater impact.

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LOOK AT THIS TEST →

This shows a half-pound ($1\frac{3}{8}$ " diam.) steel ball being dropped on a piece of $\frac{1}{4}$ "-thick *Tuf-flex* from a height of 10 feet and bouncing off without damaging the glass. If maximum resistance is exceeded, *Tuf-flex* disintegrates into small, relatively harmless pieces.



TUF-FLEX TEMPERED PLATE GLASS

Made by LIBBEY • OWENS • FORD GLASS COMPANY

NEWS...

tion he will succeed Paul F. Schreiber, who will retire in June after 33 years of service.

Lawrence White, superintendent of the elementary school district at San Gabriel, Calif., will become administrative director of the California School Trustees Association July 1.

IN THE COLLEGES...

A. John Bartky will resume his position as dean of the school of education, Stanford University, at the beginning

of the spring quarter. Dr. Bartky has been on sabbatical leave since September 1952.

OTHERS...

Roy M. Hall, associate director of the Southwestern Cooperative Program in Educational Administration and associate professor of educational administration at the University of Texas, has been appointed executive director of the Texas Association of School Boards. Dr. Hall previously had been a teacher, principal

and superintendent in the public schools of Georgia.

Howard E. Row, formerly of Towson, Md., is the new executive secretary of the Delaware State Education Association, succeeding Robert L. Durkee.

Quill E. Cope is the new commissioner of education in Tennessee, succeeding J. A. Barksdale. Dr. Cope has been an associate professor of education at the University of Tennessee since the summer of 1952, and while serving as commissioner he will be on leave of absence from the university. He has served as principal of the high school in White County, Tennessee, and also as superintendent of the White County schools. From 1946 to 1947 he was associated with the U.S. Office of Education as field representative.

DEATHS...



W. H. Lemmel

William H. Lemmel, superintendent at Baltimore since 1946, was stricken fatally January 29 while addressing a Maryland senate committee meeting on behalf of

a teachers' pay raise bill. Formerly Mr. Lemmel had been superintendent at Quincy, Ill., Highland Park, Mich., and Wilmington, Del.

David L. MacFarlane, president of Kansas State Teachers College of Emporia, died recently following an illness of several months. Dr. MacFarlane, a native of Loch Dundee, Scotland, joined the staff of the college in 1935 and became its president in 1945.

Walter E. Day, superintendent at Parma, Mich., died recently.

Hugh W. Jones, superintendent of River View school district in Kennewick, Wash., died recently.

William Harold Hollands, formerly superintendent at Stillwater, Litchfield and Deer River, Minn., died in November.

Clayton L. Westcott, superintendent at Deshler, Neb., for the last 28 years, died December 19.

John P. Steiner, executive secretary of the New Mexico Education Association, died January 19. Mr. Steiner formerly had served as superintendent at Portales, N.M.

E. V. Cain, superintendent of the joint union elementary school district at Auburn, Calif., died January 3.

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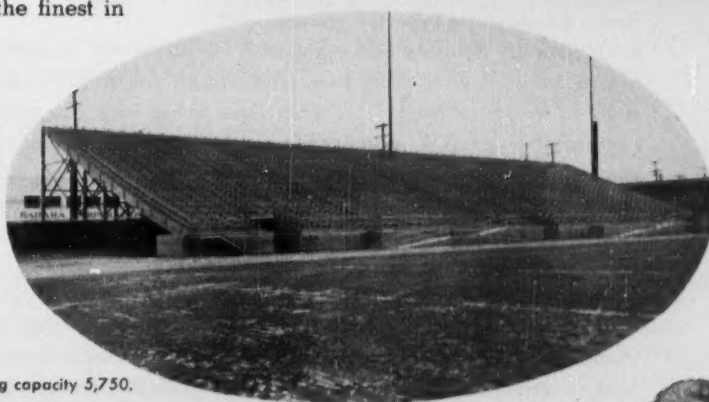
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THE BOOK SHELF

Printed publications of interest to school administrators are listed as received.

ANNUAL REPORTS

Annual Report of the Fund for the Advancement of Education. 575 Madison Ave., New York 22. Pp. 46.

BOARDS OF EDUCATION

Pennsylvania Boards of School Directors; Their Functions, Responsibilities and Duties. By Lee O. Garber, associate professor of education, University of Pennsylvania, and O. H. English, superintendent, Abington Township school district, Abington, Pa. Pennsylvania State School Directors' Association, 222 Locust Street, Harrisburg, Pa. Pp. 75. \$1.50.

BUSINESS MANAGEMENT

Insurance Practices in School Administration. By Henry H. Linn, professor of education,

Teachers College, Columbia, and Schuyler C. Joyner, deputy business manager, Los Angeles city schools. Emphasis is on what to do and what to watch for in planning for and carrying out a modern insurance program for a school system. A detailed description of risks to which schools are especially subject and recommendations for reducing hazards and obtaining lowest possible insurance rates. Ronald Press Co., 15 E. 26th St., New York 10. Pp. 446. \$6.50.

Higher Education Is Serious Business. By Harry L. Wells, vice president and business manager, Northwestern University. The business and management side of university affairs, taking into account the necessary relation of financial policies to the total educational program. Harper & Brothers, 49 E. 33d St., New York 16. Pp. 237. \$3.50.

CURRICULUM

These Days Are Gone. A discussion of developments in the field of economic education. Joint Council of Economic Education, 444 Madison Ave., New York 22. Pp. 16.

EDUCATIONAL PHILOSOPHY

Modern Education and Human Values. Vol. IV of the Modern Education and Human Values Series. Six lectures on continuing values in education made possible by a grant from the Pitcairn-Crabbe Foundation. University of Pittsburgh Press. Pp. 134. \$3.

Viewpoints on Educational Issues and Problems. The proceedings of 39th annual Schoolmen's Week at the University of Pennsylvania. University of Pennsylvania Bulletin, Vol. LIII, No. 2. Philadelphia. Pp. 382.

GUIDANCE

The Role of the Teacher in Personnel Work. By Ruth Strang. The revised fourth edition of the book dealing with opportunities, programs and resources for personnel work, the teacher's various guidance roles and the techniques of personnel work. Bureau of Publications, Teachers College, Columbia University, New York. Pp. 492. \$3.75.

Introduction to Testing and the Use of Test Results in Public Schools. By Arthur E. Traxler, Robert Jacobs, Margaret Selover, and Agatha Townsend. A basic text in educational measurement and guidance, giving the essentials of testing and the use of test results by administrators, teachers and counselors. Harper & Brothers, 49 E. 33d St., New York 16. Pp. 113. \$2.50.

Narcotics: The Study of a Modern Problem. A manual of basic information for teachers. By Jesse Feiring Williams. California State Department of Education, Sacramento. Pp. 35.

IN-SERVICE EDUCATION

Twenty-Five Years of Service to Kentucky's Schools. An historical review and evaluation of in-service activities in Kentucky during the last 25 years. Bulletin of the Bureau of School Service at the University of Kentucky, Vol. XXV, No. 2. College of Education, University of Kentucky, Lexington. Pp. 66. 50 cents.

Teachers and the Community. A report of the Baltimore, in-service program of teacher education emphasizing the Three C approach: child, community and curriculum. By Harry Bard, assistant director of the curriculum bureau, department of education, Baltimore. National Conference of Christians and Jews, 381 Fourth Ave., New York 16. Pp. 55. 25 cents.

PUBLIC RELATIONS

Photo-Offset Production of School Publications. By Thomas Petrelli. A discussion of versatility, speed and economy of the photo-offset process for school newspapers, yearbooks, annual reports, and other school publications. American Graphic, Inc., Newark, N.J. Pp. 27.

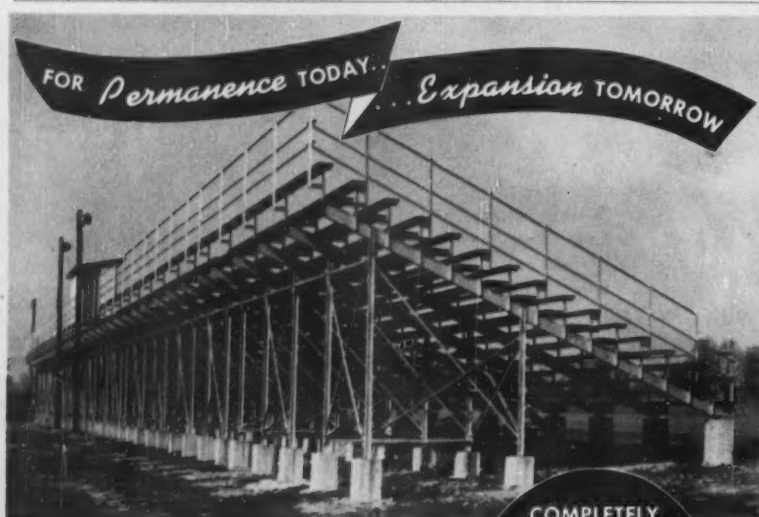
SCHOOLHOUSE CONSTRUCTION

Cutting Costs in Schoolhouse Construction. From material prepared by William W. Caudill, A. and M. College of Texas. American Association of School Administrators, 1291 16th Street, N.W., Washington 6, D.C. Pp. 19. 25 cents.

Planning Elementary School Buildings. By N. L. Engelhardt, N. L. Engelhardt Jr., and Stanton Leggett. An approach to the school planning problem by analyzing children's educational activity and the facilities needed to accommodate them. Includes 250 photographs of schools in action, as well as tables, charts and diagrams. Tabulations of "typical activities" and "facilities needed" provide check lists adaptable to local situations. F. W. Dodge Corp., 119 W. 40th St., New York 18. Pp. 275. \$12.50.

OF GENERAL INTEREST

Whom We Shall Welcome. Report of the President's commission on immigration and naturalization. U.S. Government Printing Office, Washington 25, D.C. Pp. 320. 75 cents.



BERLIN All-Steel Type C GRANDSTANDS

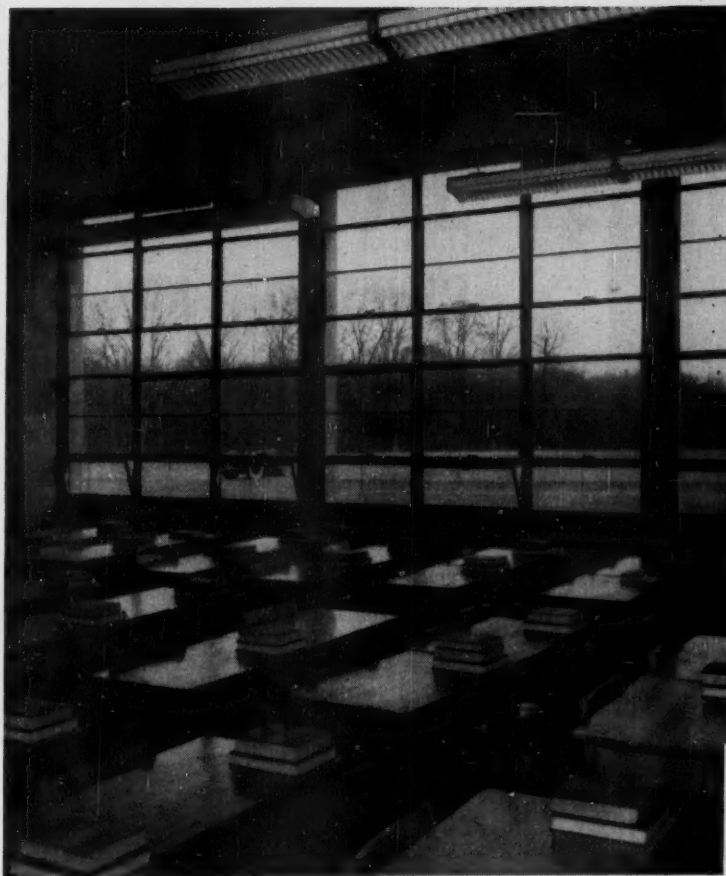
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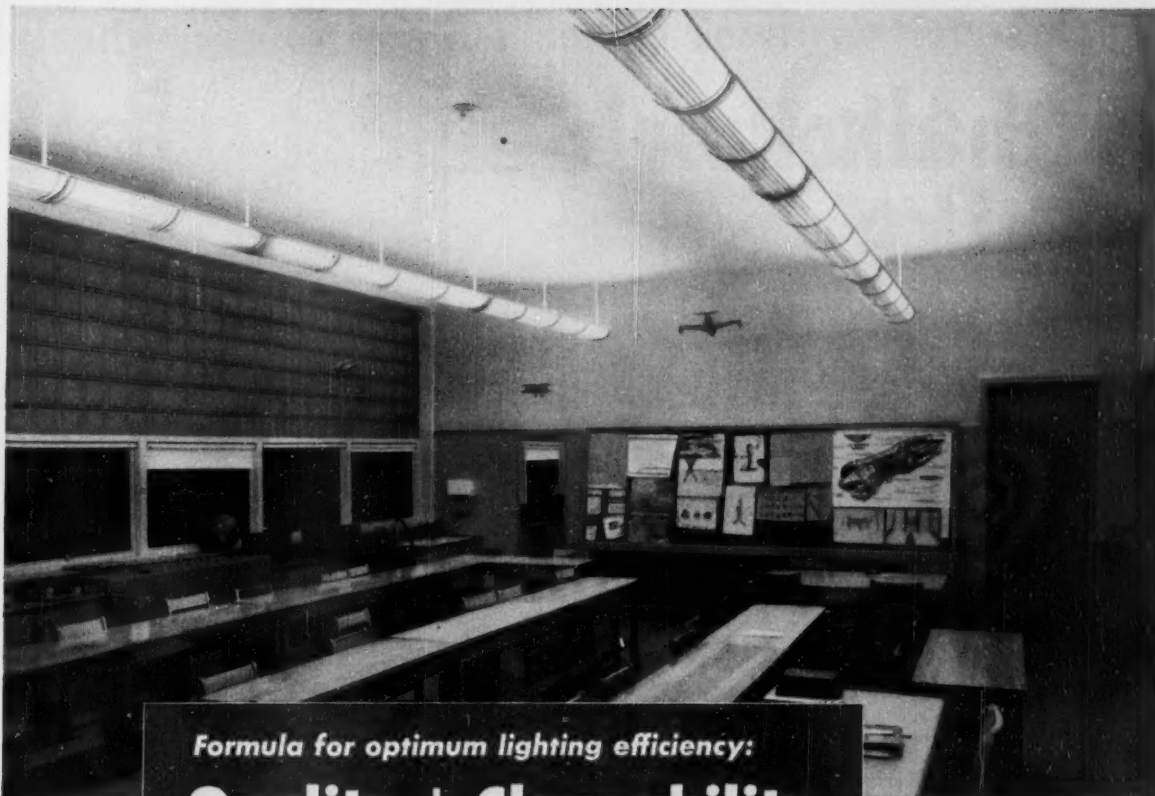
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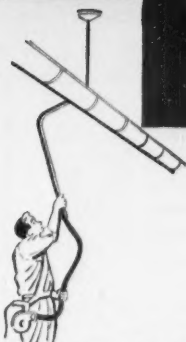
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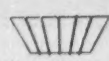
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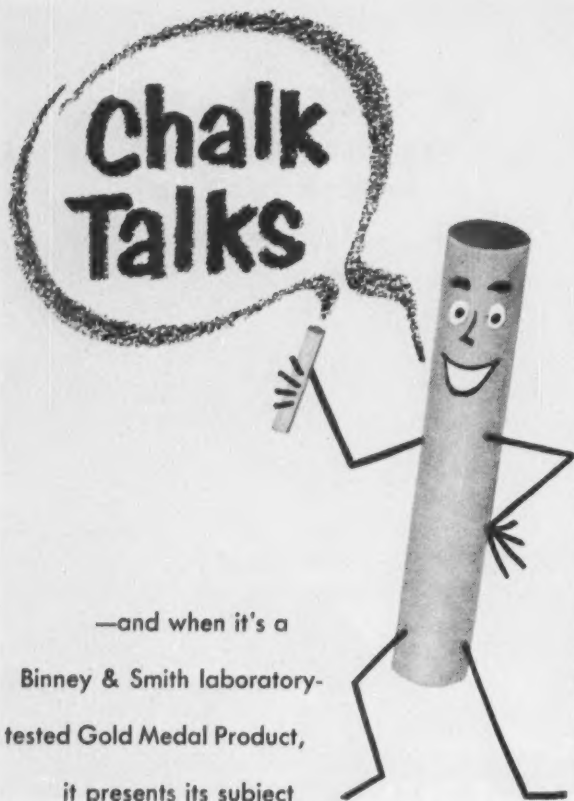
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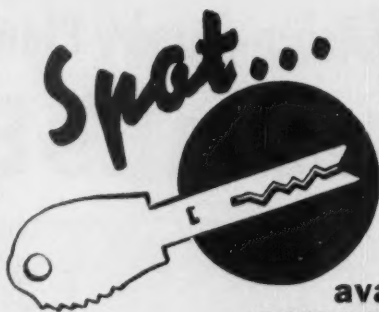
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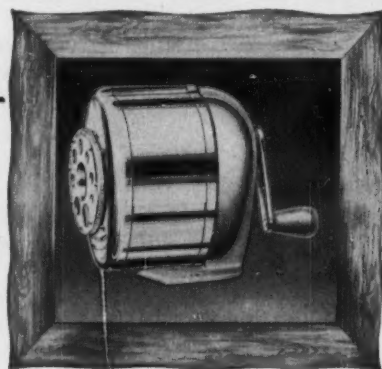


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By dawn, Jerry Crump could see that his position alone was keeping them from overrunning L Company. Twice he went out to meet them with his bayonet. Once he retook a captured machine

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Now, an enemy soldier crept close unobserved. He lobbed a grenade. It landed squarely among the wounded men. Without a second's hesitation, Corporal Crump threw himself upon it, smothered the explosion with his own body, and saved his four companions' lives.

"I got hurt," says Jerry Crump, "but I got back alive. Because our armed forces have the finest medical equipment in the world—even at the front. And *you* helped put it there by investing in United States Defense Bonds."

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*Corporal
Jerry Crump
U.S. Army*

Medal of Honor



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Simplest possible construction, with no ceiling joists. Beams are left exposed, providing impressive appearance.

Permanent —

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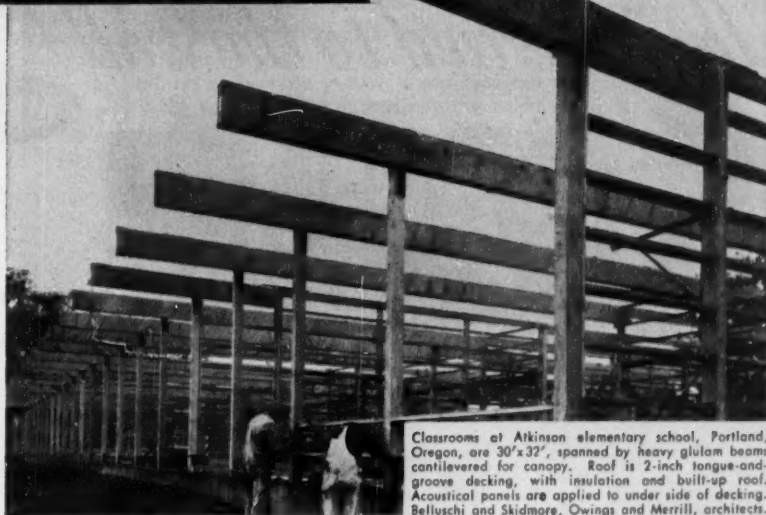
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Classrooms at Atkinson elementary school, Portland, Oregon, are 30'x32', spanned by heavy glulam beams cantilevered for canopy. Roof is 2-inch tongue-and-groove decking, with insulation and built-up roof. Acoustical panels are applied to under side of decking. Belluschi and Skidmore, Owings and Merrill, architects.



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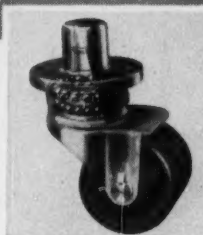
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Local Representatives throughout the United States and Canada

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SAVE FLOORS
SAVE MONEY
and TIME

DARNELL CASTERS



ALWAYS SWIVEL AND ROLL

Darnell Double Ball-Bearing Swivel Piano Casters are radically different from any other piano casters. Ideally suited for use in schools, churches, broadcasting studios, homes, and other places where the easy movement of pianos is an advantage.

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NATION WIDE SERVICE

Don't be tied to the wall!

FOLDING TABLE SETS

MULTI-PURPOSE ROOMS



ROL-FOL *

One of nine schools in Bellflower, California, equipped with ROL-FOL. Kistner, Wright & Wright, Architects and Engineers, Los Angeles.

INSTANTLY DETACHED:

Tables and/or benches are instantly and individually unlocked from the cabinet and rolled about for various groupings and multi uses. The same key that unlocks the table and benches from the cabinet to roll out and unfold, also unlocks the extended table and benches to detach from the wall.

INTERCHANGEABLE:

Any height table or bench will operate together in any cabinet, instantly interchanged without tools.

MULTI USES:

In a matter of minutes the room can be set up for cafeteria, or rearranged for classes, assemblies, P. T. A. meetings, social functions, etc. This exclusive unlocking feature creates the multi-purpose room.

8 GRADED HEIGHTS:

Available in 8 graded sizes for all age groups. Standard table heights are 23" to 30", and benches 13" to 20", in increments of 1 inch.

NO STORAGE PROBLEM:

When it's "clear the decks", ROL-FOL is simply and easily rolled and folded into the steel cabinet, leaving the floor area 100% clear for other activities. Cabinet will fit in a 2 x 6 stud wall. Mounted on the wall, cabinet "sticks out" only 6".

EASILY INSTALLED:

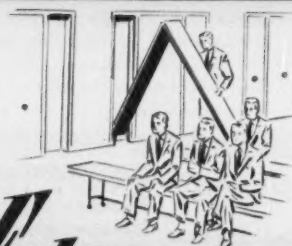
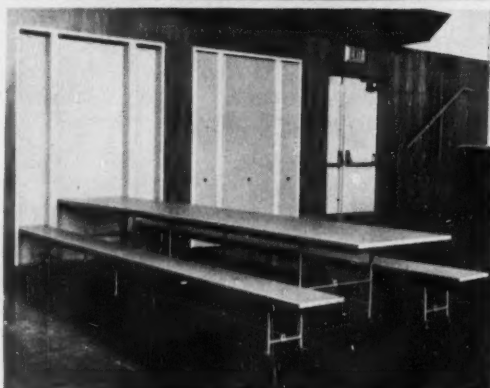
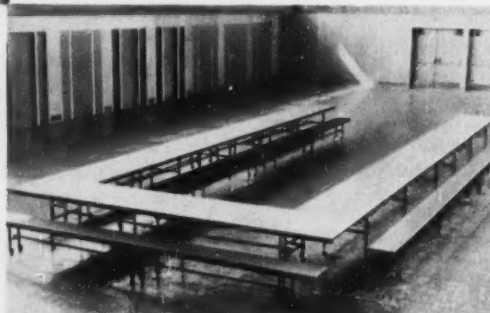
ROL-FOL is simple in design and operation. No trained mechanic needed. Requires approximately 1 man hour to install either "in-the-wall" or "on-the-wall" model.

QUALITY:

Made of the finest materials selected to fulfill each exacting requirement. NEW . . . EXCLUSIVE . . . CLEAN-LINED STYLING PLUS 100% FUNCTIONAL FLEXIBILITY. ROL-FOL adds to your school a fine piece of furniture.

COMFORTABLY SEATS 20 CHILDREN:

Table and benches are 13'-11 $\frac{3}{4}$ " long. Benches are 11 $\frac{3}{4}$ " wide; the table is 30" wide. These extra widths were designed to accommodate both children and adults.



8467 MELROSE PLACE
LOS ANGELES 46, CALIFORNIA

ROL-FOL *

* PAT. APPLIED
FEDERAL TRADE MARK
REGISTRATION APPLIED FOR

What's New FOR SCHOOLS

MARCH 1953

Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 192. Just circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

Classroom Chair



The classroom chair illustrated is one item in the new Brunswick line of classroom furniture designed for comfort and flexibility, and to provide a unified, stylized classroom. The line has many new features and was developed by Brunswick engineers in cooperation with leading educators and a prominent national designer. The body-contoured seat and back of the classroom chair are scientifically designed for comfort with good posture. The chair is designed for space-saving stacking when not in use and chairs can be grouped with table units for maximum classroom flexibility. The basic student chair is easily converted to a tablet arm chair, chair desk or lounge chair.

The uni-structure design throughout the line provides inherent resiliency for greater structural strength. The line is available in a choice of colors to complement classroom decorative schemes and includes the classroom chair, guest chair, tablet arm chair, chair desk, study top combination, book box combination, stackable desk, book box desk, all-purpose table and teacher's table desk. **Brunswick-Balke-Collender Co., Dept. NS, 623 S. Wabash Ave., Chicago 5. (Key No. 43)**

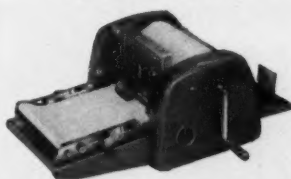
Remington Typewriters

Several new typewriters have recently been announced by Remington Rand Inc. The new Remington Quiet-riter Portable Typewriter retains all the basic values of the earlier Remington portable but has new styling, a new keyboard and many other new and improved operating features.

The new Remington Rand Office-riter is compact in size but has all features of the office size typewriter at savings in cost. It is designed to meet the needs of the small office and features full size standard keyboard, newly developed tenite keytops and long writing line.

Bold or regular weight printwork can be produced at a flick of the ribbon control with the new Remington Electri-conomy Typewriter, the Dual-Rite. The special Electri-conomy Carbon Ribbon machine gets alternative typework results from the use of two ribbons. When bold lines or works are desired, a Nylex ribbon rises mechanically in front of the customary paper carbon ribbon. The Dual-Rite can produce typed matter nearly twice the boldness of regular typed copy. It has all of the features of the regular Electri-conomy Typewriter. **Remington Rand Inc., Dept. NS, 315 Fourth Ave., New York 10. (Key No. 44)**

Spirit Duplicator



The Model 220 A. B. Dick Spirit Duplicator is new in the line of spirit supplies now available from the company. The new line includes master paper, master units, spirit fluid and spirit impression papers.

The new machine provides operating economy and can be used by untrained personnel with a minimum of instruction. It is designed to meet the need for low cost reproduction in all types of offices where duplicating requirements can be met with this process. It is an automatic feed, hand operated model which is suited to use in production of instruction sheets, tests and notices. Fluid consumption and paper waste are kept at a minimum with the gravity air lock principle utilized in the moistening system combined with a paper retention system which gives positive paper feeding. **A. B. Dick Co., Dept. NS, 5700 W. Touhy Ave., Chicago 31. (Key No. 45)**

(Continued on page 164)

Fenestra-Nepco Electrifyfloor

A new electrified steel panel subfloor has been developed by Detroit Steel Products Company and the National Electric Products Corporation. It is of cellular, light-gauge steel construction and has a header duct system with conductors running through the cells of the floor which permits the installation of electrical outlets in each square foot of space. The steel unit panels can be welded together in any desired combination. The floor has been tested by Underwriters' Laboratories and has received the listing and approval of this organization, according to the manufacturers, as well as being certified by the National Building Code and building codes of major cities in the United States. **Detroit Steel Products Co., Dept. NS, 2250 E. Grand Blvd., Detroit 11, Mich. (Key No. 46)**

Special Table Tops

Attractive special tops are now available on the Monroe Deluxe Folding Pedestal Banquet Tables. Made of Beauty Bonded Formica, Ormacer or Plasticel, the tops add to the attractiveness of the tables while providing a top that is durable, stain resistant and easily cleaned. Tables can be used without extra coverings and can be quickly wiped clean with a damp cloth after use.

The Formica tops are available in a light wood grain, satin finish. Ormacer and Plasticel tops come with either bright blonde or lustrous brown finish. The tables have the basic Monroe construction features with rigid chassis, non-tip design, set back pedestal base which gives more knee room, exclusive locking



design and flat stacking with minimum storage space required. **The Monroe Company, Dept. NS, 76 Church St., Colfax, Iowa. (Key No. 47)**

Monroe FOLDING TABLES

WRITE FOR CATALOG
Showing 54 Sizes
and Types of
MONROE FOLDING TABLES




MONROE Tables are available in widths up to 4 feet, and lengths to 10 feet. All standard sizes beginning with 30 x 30 inches.



SPECIAL DISCOUNT SHEET WILL ACCOMPANY CATALOG

THE Monroe COMPANY
76 CHURCH STREET COLFAX, IOWA

Square Dancing

can be
So easy to learn
So easy to teach



With these Square Dance Records with Progressive Oral Instructions and Calls by ED DURLACHER

Here is the easy and economical way to offer square dance instructions in your school . . . the **HONOR YOUR PARTNER** series of square dance records.

Each record in albums 1 to 4 starts with simplified, progressive oral instructions by Ed Durlacher—instructions easily understood by school children of all ages. Following a brief pause, giving the dancers time to square their sets, the music and calls begin. The **TOP HANDS**, directed by FRANK NOVAK, offer the best in scintillating and foot tapping square dance music. The calls are delivered by one of the nation's most outstanding square dance authorities, ED DURLACHER.

The fifth album in the series contains music only, without calls or instructions—**"The Square Dance Caller's Delight."** Those who like calling square dances will LOVE doing the calls with this music behind them.

COUPLE DANCES AND MIXERS
Album 6: Full oral "walk-through" instructions for six couple dances and mixers . . . all popular favorites. Includes a 12" record of music for all six.

RHYTHMS
Album 7: Designed to aid in the teaching of rhythms to the very young. Popular children's favorite tunes are used to illustrate many rhythmic movements. Just the album you've wanted for so very long.

All records are guaranteed against breakage, FOREVER!

HONOR YOUR PARTNER

You'll want to learn more about the **HONOR YOUR PARTNER** albums. Write today for a descriptive folder.

SQUARE DANCE ASSOCIATES, Dept. NS-16, Freeport, N. Y.



200 CHILDREN SAFELY ESCAPED RAGING FIRE

POTTER SLIDE TYPE FIRE ESCAPE
in seconds instead of minutes
MADE RESCUE POSSIBLE

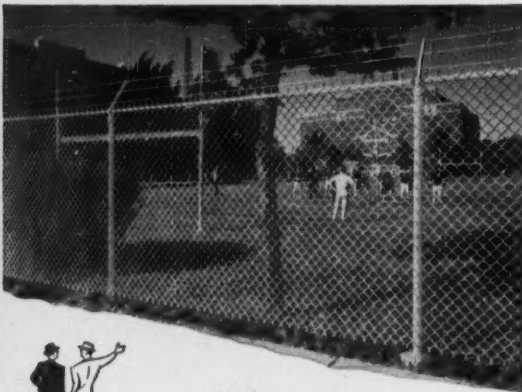
Mothers, Fathers, Teachers and Principals realized that a precaution taken only six years before insured the irreplaceable lives of their dearest possessions. **SAFEGUARDING** occupants of **SCHOOLS, HOSPITALS** and **ALL PUBLIC INSTITUTIONS** is assurance of family comfort and happiness when protected by **POTTER SLIDE TYPE FIRE ESCAPES**. Over 9,000 in service on two to 34 story buildings, saving 44 sq. ft. of usable floor space on each floor instead of stair wells.

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6118 N. California Ave. CHICAGO 45, ILL.
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• AMERICA'S FIRST WIRE FENCE •



blame

Self-assumed blame can never compensate for student injuries or costly property damage due to lack of needed property protection. **"I should have acted"** comes too late when damage has been done. Security against dangers has been a function of Page Chain Link Fence for more than 60 years. This sturdy barrier against troubles is available in heavily-galvanized Copper-Bearing Steel, long-lasting Stainless Steel, or corrosion-resisting Aluminum. Consult the skilled Page Fence erecting firm nearest you. For name and address and illustrated data . . .

Write to PAGE FENCE ASSOCIATION in Monessen, Pa., Atlanta, Bridgeport, Chicago, Denver, Detroit, Los Angeles, Philadelphia, New York or San Francisco.

PRODUCT OF PAGE STEEL & WIRE DIVISION OF AMERICAN CHAIN & CABLE COMPANY, INC.

If you are building,
enlarging
or modernizing—
you'll find
it pays to
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- LOCKERS
- FOLDING CHAIRS
- STORAGE CABINETS
- FILE CABINETS
- WORK BENCHES
- DRAWING TABLES
- KITCHEN CABINETS

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LYON METAL PRODUCTS, INCORPORATED

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FOR SCHOOLS



A PARTIAL LIST OF LYON STANDARD PRODUCTS

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| • Shelving | • Kitchen Cabinets | • Tool Toters | • Economy Locker Racks | • Display Equipment | • Filing Cabinets | • Service Carts | • Tool Stands |
| • Lockers | • Cabinet Benches | • Bar Racks | • New Freedom Kitchens | • Flat Drawer Files | • Folding Chairs | • Sorting Files | • Shop Boxes |
| • Stools | • Storage Cabinets | • Tool Boxes | • Toolroom Equipment | • Revolving Bins | • Work Benches | • Drawer Units | • Tool Trays |
| • Bin Units | • Drawing Tables | • Parts Cases | • Wood Working Benches | • Hanging Cabinets | • Bench Drawers | • Hopper Bins | • Shop Desks |

What's New...

Stacking Chair



The new No. 1310 is a stacking chair for classroom use. It is modern in design, provides comfortable, correct posture seating and can be stacked for storage in small space when not in use. The chairs can be used for various arrangements in classrooms and for group activities. The seat and back are of molded plywood while leg units and back are laminated. The chairs are available in light maple, dark maple, walnut or mahogany finish. They are sturdily constructed in heights from 10 to 15 inches for all classroom needs. **Thonet Industries Inc., Dept. NS, 1 Park Ave., New York 16. (Key No. 48)**

Hot Dog Relish

A new product for the institutional food market is Hot Dog Relish packed in No. 10 tins, containing three quarts and three fluid ounces. It is designed for use with frankfurters, hamburgers, sandwiches, meat and cheese dishes and fish. The principal ingredients are mustard and chopped pickles. **H. J. Heinz Co., Dept. NS, 1062 Progress St., Pittsburgh 12, Pa. (Key No. 49)**

Satin Finish Enamel

A new one-coat, easy to apply satin finish enamel has been introduced that requires no primer, washes easily and may be used on practically any surface, interior or exterior. Known as Satinhide Enamel, it is offered in 16 colors and white. It has been developed as a companion line to Pittsburgh's Wallhide Rubberized Satin Finish. Colors range from soft pastel shades to deep hues. A simplified Master Color Guide System developed in conjunction with the new enamel line is a handy manual of 151 colors providing the basis for many thousands of possible color combinations.

Satinhide Enamel is easy to brush, has excellent sealing properties and a low luster semi-gloss. It can be applied on practically all types of surfaces and even stubborn stains are said to be easily wiped off. It has no unpleasant paint odor and may be easily applied by brush, spray or roller coater. It dries in four hours and leaves a tough, resistant film which does not chip, peel, crack or wrinkle. **Pittsburgh Plate Glass Co., Dept. NS, 632 Duquesne Way, Pittsburgh 19, Pa. (Key No. 50)**

Aerosol Dust Mop Treatment

Designed to transform an ordinary dust mop into a complete dust absorber, Velvetone Aerosol Dust Mop Treatment is sprayed on in five seconds. It leaves no oily residue and enhances the polish on a waxed floor. Velvetone is safe for use on asphalt or rubber tile, terrazzo, linoleum, wood and gymnasium floors and may also be used effectively for treating dust cloths and for polishing desks and furniture. **National Disinfectant Co., Dept. NS, 2417 Commerce St., Dallas, Texas. (Key No. 51)**

Crystalon Tumbler

Clear plastic tumblers are now available. Known as Crystalon Tumblers they are shatterproof and do not chip. The attractive fluted design minimizes scratching so that they stay new looking longer in heavy duty service. The new tumblers conform to sanitary codes, withstand 180 degree heat and are safe in automatic dishwashers. Replacement



costs are cut since the tumblers are practically unbreakable. They are available in 10 ounce drinking tumbler size, 5 ounce fruit juice size and will also be made in 12 ounce iced tea size. **International Molded Plastics, Inc., Dept. NS, 4387 W. 35th St., Cleveland 9, Ohio. (Key No. 52)**

Waste Disposer

A new grinding principle has been incorporated into the Herlex Food Waste Disposer resulting in exceptional fineness of grind for ready flushing of waste down the drain, thus removing food waste in seconds, as it occurs. The Herlex is engineered for rigorous heavy-duty operation but is compact in size and easily installed. It is constructed of non-corrosive aluminum alloy, powered by a heavy-duty 5 h.p. motor for continuous feeding and quiet operation and has the inlet adapted for conveyor, funnel or other arrangement required. **Herlex Mfg. Co., Dept. NS, 1442 W. Van Buren St., Chicago 7. (Key No. 53)**

Dodge School Bus Chassis

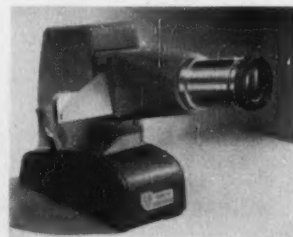
Specially engineered school bus chassis in the new B-4 Series of Dodge Job-Rated Trucks are available in eight sizes to accommodate bus bodies for from 30 to 60 pupils. They are offered in wheelbases of 152, 192, 212 and 229 inches for bodies to carry 30, 35, 48, 54 and 60 pupils. The most economical size to suit individual school needs may thus be chosen. The new Dodge school bus chassis are available with all items of equipment to meet or exceed standards recommended by the National Conference on School Transportation.

New brakes with high stopping ability with low pedal pressure and more braking power for emergency stops provide added safety in the new chassis. The chassis turn in less space for their size, making it easier to drive in traffic and permitting sharper turns on narrow roads and in school yards. Two of the three engines are entirely new and all engines provide ample power reserve for hills and for bad driving conditions in mud and snow. **Dodge Division, Chrysler Corporation, Dept. NS, Detroit 31, Mich. (Key No. 54)**

Reviewer 500 Projector

An addition to the line of American Optical Company still projectors has been announced in the Reviewer 500. The new blower-cooled, 500 watt projector is designed for use with 2 1/4 by 2 1/4 inch slides but can be converted for use with 2 by 2 inch slides. It is a compact, portable unit giving high quality projection with precision optics. The silent motor-driven blower cools the lamp house as well as the slide and the condensing elements. Slides are not damaged no matter how long they may be left in the projector. Screen image of maximum brilliance from edge to edge is assured by the 500 watt bulb and four element condensing system with AO patented heat absorbing glass.

The projector is attractively styled and finished in two tone baked enamel. The newly designed metal slide changer has AO patented Auto-focus which automatically centers the slide in the optical path.



An accessory 2 by 2 inch slide changer with adapter, and lift-off, leatherette-covered carrying case are also available. **American Optical Co., Dept. NS, Southbridge, Mass. (Key No. 55)**

(Continued on page 168)



St. Mary's High School, Phoenix, Ariz.—Lescher & Mahoney, architects

On Main Floor, Balcony... All Around the Gym

Universal Roll-A-Way Stands Assure Safe and Comfortable Seating Plus Valuable Extra Floor Space Whenever Needed

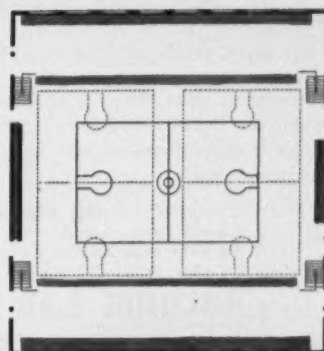
With today's building costs at such high levels, the plans for any gymnasium should provide maximum seating facilities and maximum useable floor space in minimum area. Such requirements often seem "impossible" to meet, yet they are actually easy... the *Universal* way!

The modern gymnasium illustrated above is a good example. With *Universal* Roll-A-Way Stands on both main floor and balconies, ample seating facilities are provided for basketball games and other school events. But, when not in use, these stands may be rolled back to the walls on both levels... providing approximately 5,000 feet more floor space for practice courts and other

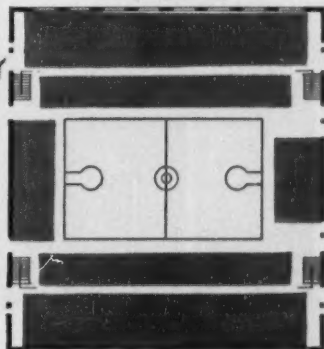
gymnasium activities. Carefully engineered and custom built to meet individual specifications, Roll-A-Way Stands are ideal for large capacity or small. They are compact, yet roomy and comfortable... neat and attractive... exceptionally strong and safe.

Improved vertical filler boards enclose Roll-A-Way's entire understructure from front view, add more rigidity to seat boards, make the complete stands even stronger and more substantial. Because of their centered positions, these filler boards do not interfere with spectators' leg room... permitting feet to be drawn back under seats in normal positions. Comfort is assured!

Investigate Roll-A-Way Stands today. Write for latest catalog, list of *Universal* installations, and working scale blueprints of two-level seating.



Typical plans showing, (above) large floor space with stands closed, (below) stands open.



UNIVERSAL BLEACHER COMPANY
606 SOUTH NEIL STREET • CHAMPAIGN, ILLINOIS



STRETCH YOUR SCHOOL LUNCH BUDGET DOLLAR WITH "AerVOID" HOT FOOD, SOUP AND LIQUID CARRIERS

Present-day costs of kitchen equipment and labor for every school in a school system quickly play havoc with school lunch budgets.

AerVOID

The answer is "More centralized food production," saving the expense of duplicating food production setups in a number of locations.

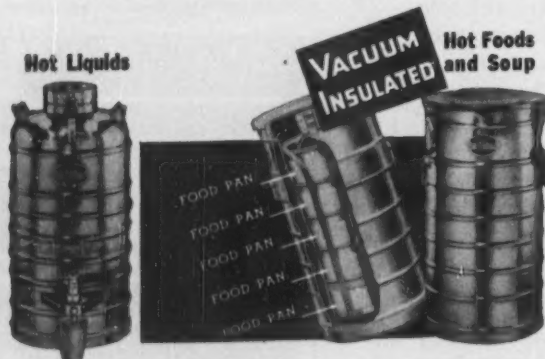
Centralized production and distribution of hot foods and liquids is today "established practice," made so by AerVOID vacuum insulated hot food and liquid carriers which provide a practical and economical means for serving a number of different schools with hot foods from one centralized location.

You can't raise the cost of meals to the children, but you can "stretch your budget dollars" with AerVOIDs. Our food consultants will help you with suggestions without cost.

Circular NS-53 tells exactly how one city's schools saves money with AerVOIDs. Write for your copy today. No obligation.

Vacuum Can Company

19 South Hoyne Avenue Chicago 12, Illinois



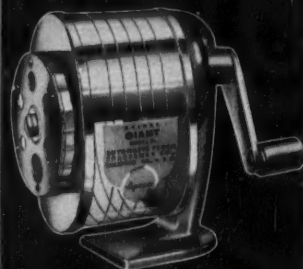
***sharp**

point everytime

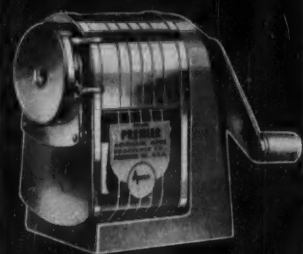
APSCO
DEXTER NO. 3**
Built for constant rugged usage. All-steel frame, with selector type dial. Positive point stop and point adjuster, assure perfect point everytime.



APSCO GIANT
DELUXE MODEL 51**
The all-purpose model. Revolving centering disc takes six different size pencils. Installation can be made to wall, under shelf or window sill.



APSCO PREMIER
DELUXE MODEL 50**
Contains automatic feed with positive point stop. Forward feeding of pencil automatically stops when desired point is made. Perfect for schoolroom use.



Be sure to send for your copy of "The Correct Pencil Sharpener for Your School." It contains valuable money-saving tips on sharpener installation and maintenance.

automatic pencil sharpener co.

336 North Foothill Road Beverly Hills, California
Rockford, Illinois • Toronto, Canada

Apsco

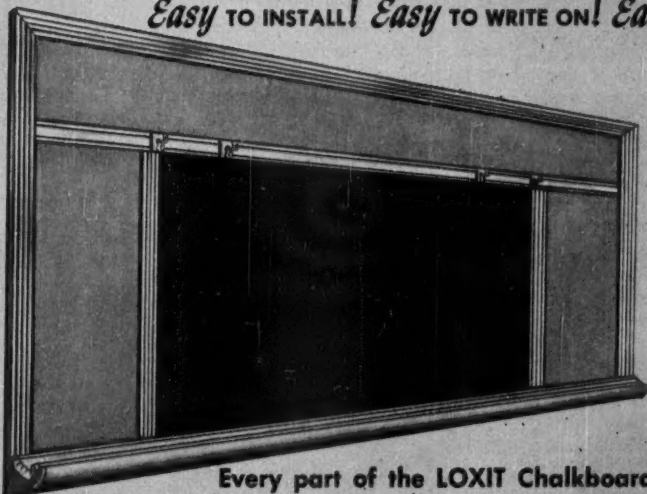
HOW CAN HE LEARN *if he cannot see what has been written on the CHALKBOARD?*

Poor marks do not always indicate laziness or lack of intelligence. Perhaps this lad just can't see the writing on the chalkboard. The glare and reflections peculiar to many chalkboard installations may be the reason. Has the possibility been thoroughly checked in your school?



INSIST UPON **LOXIT-TYLAC CHALKBOARDS**

Easy TO INSTALL! Easy TO WRITE ON! Easy TO SEE! Easy TO ERASE AND CLEAN!

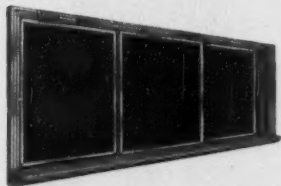


Every part of the LOXIT Chalkboard System is engineered for every other part!

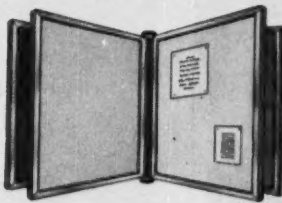
The LOXIT-TYLAC RITE GREEN Chalkboard has an initial reflectance of only 14.5%. After repeated erasures and cleaning, it still tests under 20%. The ideal is 15% to 20%. The smooth, uniform abrasive surface assures easy writing and quick, clean erasing.

The LOXIT Chalkboard System is complete to the last detail. In addition to the chalkboards and tackboards, the system includes metal grounds, extruded aluminum trim and all accessory items. The fully-anodized GLO-DULL finish is permanently beautiful.

ASK YOUR ARCHITECT ABOUT THE COMPLETE LINE OF LOXIT PRODUCTS FOR SCHOOLS



LOXIT HORIZONTAL SLIDING CHALKBOARDS are available with fixed panel of cork, chalkboard or projection screen. Sliding panels move on cadmium-plated steel roller assemblies. Chalkboard is waterproof and washable—available in two thicknesses: Junior $\frac{1}{4}$ " thick and Senior $\frac{1}{2}$ " thick.



LOXIT SWING-PANEL BULLETIN BOARDS are available with RITE GREEN Chalkboards or TYLAKORK Tackboards, as required. Available in stock units of 4, 5 or 6 panels. Sizes: 36" x 36", 36" x 42" and 36" x 48". Panels swing through an arc of 180°. Metal trim has GLO-DULL aluminum finish.



LOXIT-TYLAKORK TACKBOARDS are fabricated from ground cork, compressed under high pressure. Choice of six colors. Pins and tacks go in easily, hold tightly—and the holes close when they are removed.

LOXIT SYSTEMS, INC.
1217 W. WASHINGTON BLVD., CHICAGO 7, ILL.



Write for further information,
details and samples

What's New ...

Automatic Portable Player

The new 1953 Model 11AJ Automatic Portable employs the same type 4 watt amplifier and 8 inch speaker used in the 6U Califone professional transcription player. The new model has the latest Webster changer and "Sleepwatch" complete automatic shutoff of charger and amplifier. An inclined baffle panel across the width of the two-tone case also improves tone quality. The modern appearance of the new Califone model is enhanced by a protective shadow box surrounding the baffle. Califone Corporation, Dept. NS, 1041 N. Sycamore Ave., Hollywood 38, Calif. (Key No. 56)

1953 School Coach

The new 1953 Superior Pioneer School Coach has streamlined, Strata-Flo styling similar to that of a cross-country bus. The multi-ribbed Safe-T-Shield paneling goes the full length of the sides of the bus, both inside and out, and around the rear corners, providing increased safety for every passenger. The streamlined impact rails, rolled skirt, wrap-around bumper, continuous window eaves, wider die-formed belt, rounded corners on windshield and all rear windows, and aerodynamic contours of the body are features of the

new styling. Additional headroom inside permits passengers up to six feet tall to stand without stooping.

The new Safe-T-Exit window swings out in case of emergency, leaving the full window opening for fast escape. The massive new box-type rear bumper construction gives added rear end protection. Other new safety features include a stronger Super-Guard Frame, special



back-up window at bottom of the rear emergency door and new front door control with concealed step-light and flasher stop light switches.

The new Super-Jet-Flo heating, ventilating and defrosting system assures warmth in all parts of the coach, even in coldest weather, fresh air even when windows are closed, and fast defrosting, defogging and de-icing of the entire windshield. A new type sound deadening insulation is sprayed on both inner and outer panels and the coach is heavily undercoated. Superior Coach Corp., Dept. NS, Lima, Ohio. (Key No. 57)

Fluorescent Chalks

The new Hi-Glo fluorescent chalks are offered in the form of Excello Squares in sticks 1 by 3 inches. They are now available in five brilliant colors: Flare Red, Flash Orange, Brilliant Yellow, Green and Violet. They may be activated by black or blue light and are especially effective for lecturers, chalk-talks, class demonstrations and other purposes. Each stick is individually packed in a sleeve-type unit as a protection to the stick as well as to the fingers. The American Crayon Co., Dept. NS, Sandusky, Ohio (Key No. 58)

Automatic Sink Dishwasher

Fearless Automatic Sinks provide a low cost mechanical dishwasher for institutions serving up to 200 meals. The dishwashers require no booster heater and the dishes dry without toweling. Dishes are placed in the basket and then into the wash compartment. The detergent water is strongly agitated and recirculated by the pump, washing all dishes and utensils. Then the basket is dipped into the 180 degree rinse water. Prewash and sterilizing rinse compartments are also available. Fearless Dishwasher Co., Inc., Dept. NS, 175 Colvin St., Rochester 2, N.Y. (Key No. 59)

(Continued on page 172)

to heighten your choir's performance . . .

MOORE CHORAL GOWNS

All eyes are upon your choir! Be sure the group's appearance is magnificent — with the colorful splendor of Moore Choral Gowns! These graceful Robes highlight every performance and help to capture audience attention. Shown here is *The Harmonic*, its beauty accentuated by an inner-lining of satin in the sleeves and a matching satin dickey. This is only one of many glamorous interpretations of traditional Moore Choir Gowns. Send today for complete information, free Choral booklet \$15, Fabric and Color Selector. Or write for sample Gowns; no obligation.



E. R. MOORE CO.

932 Dakin Street, Chicago 13, Ill.
25-34 Jackson Ave., Long Island City 1, N.Y.
1908 Beverly Blvd., Los Angeles 4, Calif.

—also makers of caps and gowns • girls' gym suits—



PEGGY SEES A RAINBOW in Coronet's new 16mm sound film *One Rainy Day*, a captivating motion picture designed as a background for further reading and expression activities among primary grade children. Other new Coronet films you'll want to see include *The Golden Rule: A Lesson for Beginners*, for intermediate grades; *Mind Your Manners!* and *Ancient Mesopotamia*, for high school classes. For more information on preview, purchase or rental of these—and many other—superior Coronet teaching films, write today to: Coronet Films, Coronet Building, Chicago 1, Illinois.

A schoolroom of the Burwell School, Minneapolis, Minn. — with its smart-looking, durable Tile-Tex Asphalt Tile Floor.



Class Beauty...

makes a hit with the School Board, too

Teachers, administrators and school boards all applaud the clear, clean beauty of Tile-Tex* Asphalt Tile Floors. And how they appreciate the other advantages of Tile-Tex, too!

They'll give you a good report on every Tile-Tex feature. For Tile-Tex combines decorative and functional beauty and *extra* durability with *low* initial cost, minimum maintenance and long service life.

You can have a choice of 29 rich colors—plain or marbled.

With tile-at-a-time installation . . . plus a wide range of sizes and custom-made inserts . . . you can have just about any design you wish.

Tile-Tex floors are easily kept clean just by sweeping and periodic washing. Occasional water waxing will keep colors sharp.

Long-wearing Tile-Tex Asphalt Flooring is ideal from entrance to classrooms . . . from office to auditorium . . . corridors to library . . . and there's Flexachrome* Vinyl Plastic-Asbestos Flooring, Vitachrome† Greaseproof Resilient Flooring, or Tuff-Tex* Greaseproof Industrial Flooring for school cafeterias and labs.

Ask your Tile-Tex Contractor how quickly and economically Tile-Tex Floors are installed. Look for his name in the classified pages of your telephone directory. Or write:

THE TILE-TEX DIVISION, The Flintkote Company, 1234 McKinley St., Chicago Heights, Ill.

Tile-Tex—Pioneer Division, The Flintkote Company, P. O. Box 2218 Terminal Annex, Los Angeles 54, California.

The Flintkote Company of Canada, Ltd., 30th Street, Long Branch, Toronto, Canada.

*REGISTERED TRADEMARK, THE FLINTKOTE COMPANY
†TRADEMARK, THE FLINTKOTE COMPANY



TILE-TEX... Floors of Lasting Beauty

"Water Rolls Off **DOLCOWAX** too!"

ON EVERY COUNT
IT'S TOPS IN FLOOR WAX!



DOLCOWAX

- ... repels water. Moisture will not mar its lustrous, satiny wax film;
- ... handles well, spreads and levels easily without streaking;
- ... needs no rubbing or polishing;
- ... dries quickly to a long-lasting attractive, protective surfacing for your floors;
- ... welcomes heavy traffic, because traffic improves its lustre;
- ... is free from float or sediment—doesn't jell on prolonged storage;
- ... is equally at home on wood, linoleum, cork mastic and rubber.

DOLGE guarantees that, regardless of price, no other wax will outwear DOLCOWAX! Let your DOLGE Service Man demonstrate—or write us for details.

for **FREE**
SANITARY SURVEY
of your premises
consult your
DOLGE SERVICE MAN

dependable
DOLGE
WESTPORT, CONNECTICUT

Folding school TABLE



by
HOWE
FOR SCHOOLROOM, CAFETERIA
AND OTHER ACTIVITIES

Ample leg room at both ends and sides of table. A brace at each leg for extra strength,—a leg at each corner for engineering balance. All steel chassis riveted (not screwed) to a complete $\frac{3}{4}$ " Plywood top (not just a frame) for extra ruggedness, with $\frac{1}{16}$ " Formica, $\frac{1}{2}$ " Masonite Tempered Presdwood or $\frac{1}{4}$ " Linoleum glued to Plywood, giving a smooth, hard, durable surface with no rivets showing. Metal molding around edge. Table folds to 2 $\frac{1}{2}$ ".

Standard sizes 30" x 72" and 30" x 96".
Standard heights 30" and 29"—lower for young children.

Note—also comes with Plywood Tops only.
If It Folds—Ask Howe

HOWE FOLDING FURNITURE, Inc.
7 PARK AVENUE NEW YORK, N. Y.

It's a GRAND OL' WORLD When you Learn About It the CRAM Way...

Educators attending the National Convention at Atlantic City were amazed and praised the many advantages of Cram's NEW and improved Maps and Globes—especially the Markable-Kleenable feature. They wrote on them—Drew pictures—then easily wiped them off with a soft tissue—Just like magic.

The Educators also discovered much to their delight that Cram's Teaching Materials were edited by recognized authorities to fit the mental maturity of the different grade level of pupils.

Why not discover for yourself all the many advantages that CRAM Teaching Aids can offer you. Write today for Cat. No. 85.



THE GEORGE F. CRAM CO. INC.
730 E. Washington St., Indianapolis 7, Ind.



No. 1400 Desk
24" Size

No. 1400 Chair
15" Size

SUPERIOR SCHOOL FURNITURE

Construction of selected Appalachian kiln-dried Beech. Desk units with mortise and pegged tenon; chairs with spiral-grooved dowels and rigidly glued corner blocks. In Natural, Warmtone, or School Brown. Line also includes Movable Chair Desks, Tables, and Tablet Arm Chairs.

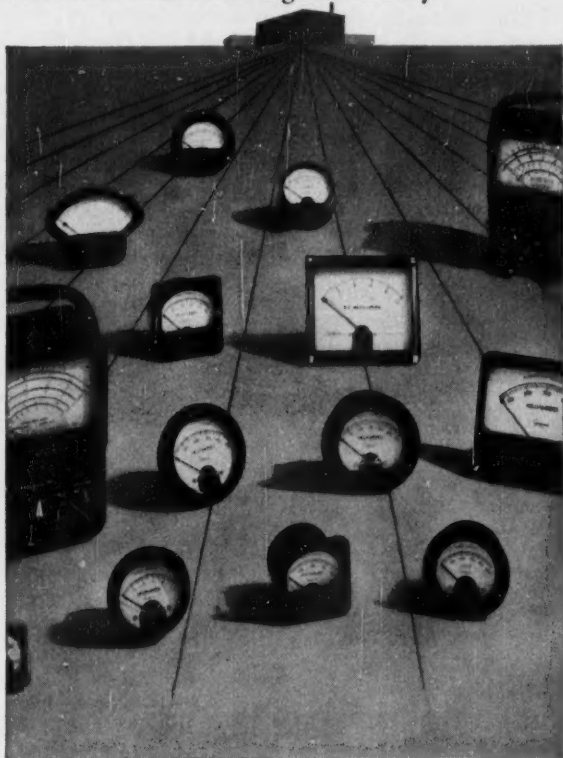
Write for name of authorized distributor in your state.

WILLIAMS & BROWER, Incorporated
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To provide your engineering students and faculty the very best electronic test equipment *specify Simpson—instruments that stay accurate!*

The World's Largest Makers of Electronic Test Equipment—Simpson is renowned among laboratory and field engineers for painstaking laboratory development effort and quality control that delivers reliable instruments of highest accuracy.



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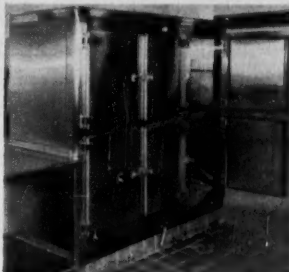
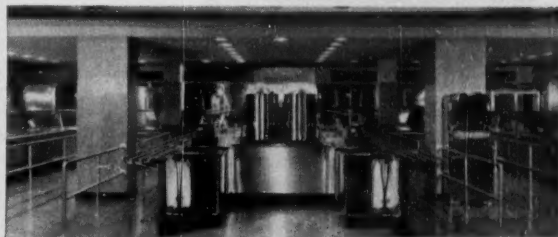
City _____ Zone _____ State _____

Performance-Proved
 at the
UNIVERSITY of OKLAHOMA
HERRICK
STAINLESS STEEL REFRIGERATORS

At right is an exterior view of the Memorial Union Building at the University of Oklahoma in Norman. Architects were Sorey, Hill and Sorey of Oklahoma City.



Directly below is the entrance to the Will Rogers Cafeteria in the new building.



At left is a close-up of one of seven HERRICK Stainless Steel Refrigerators serving the Memorial Union's ultra-modern kitchen. Pictured is a HERRICK Model RSS66 Double-Front Pass Through. HERRICK units were supplied by Goodner Van Engineering Company of Tulsa, Oklahoma.

One of the country's finest Memorial Union Buildings is at the University of Oklahoma in Norman. Exceptional dining facilities are offered, including the Will Rogers Cafeteria, Fountain Room, Ming Room and Grand Ball Room. Combined seating capacity is approximately 2,400 people. • All food is prepared in one central kitchen, with the aid of seven HERRICK Stainless Steel Refrigerators. Assuring peak freshness and flavor are three Storage Reach-Ins, a Cook's Reach-In, a Salad Reach-In, a special Milk Refrigerator and a Double-Front Pass Through. For trouble-free, low-cost-per-year service, HERRICK is tops. Quality makes the difference. Write today for name of your nearest HERRICK supplier.

HERRICK REFRIGERATOR CO., WATERLOO, IOWA
DEPT. N. COMMERCIAL REFRIGERATION DIVISION

HERRICK

The Aristocrat of Refrigerators

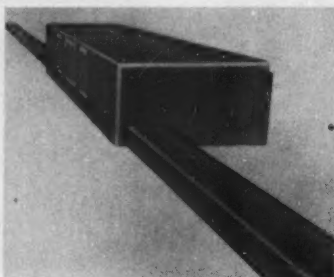
What's New ...

Heating and Ventilating System

A new unit ventilator system has been developed by The Trane Company to provide heating and ventilation which is designed to ensure equal comfort and health conditions for every pupil in the classroom. The heart of the system is the new Trane Unit Ventilator with duct extensions. The ducts, with grille outlets, extend along the outside wall of the classroom under the glass area at about window-sill height. Tempered air from the unit ventilator is sent to the room through the unit grille and through the duct outlets. Drafts from cold surfaces are blocked and heat and ventilation are distributed to all parts of the room at all times during the school day.

The system has been designed to help solve some of the complex special problems of maintaining healthful, even temperatures and fresh air in older school buildings as well as in the modern buildings with large daylighted classrooms. The basic element of the system is a refined Trane Unit Ventilator. Ducts at window-sill height extend from either end of the unit, providing positive air distribution along the entire length of the room wall or window. Tests have been made which indicate that the new unit and its duct extensions can maintain constant and comfortable temperatures in all parts of a classroom under

all conditions of occupancy, outside temperature and sunshine throughout the day. The units are available with capacities ranging from 500 to 1250 cfm in floor type, semi-recessed and recessed



models. The Trane Company, Dept. NS, La Crosse, Wis. (Key No. 60)

Grade-Aid Unit

The Grade-Aid is a unit combining a sink, work counter and storage area and is primarily designed for elementary and grammar schools. The size is determined by the size of the standard units ordered for each installation. The entire Grade-Aid is available in standard units of a 12 1/4 inch cubicle unit of three tiers each, a 20 inch sink unit and a 40 inch shelf unit. Any combination of these units in any lengths can be used,

(Continued on page 176)

permitting a wide range of flexibility and versatility.

The Grade-Aid is available in three colors: medium gray, colonial green or beige. It is attractive in appearance and gives large areas in which papers, paint, clay, crayons, brushes and other materials can be stored, making it possible to keep rooms neat when materials are not in use. The sink provides opportunity for quick and convenient clean up for pupils and teachers. Colonial Engineering Co., Inc., Dept. NS, 48 Grove St., Somerville 44, Mass. (Key No. 61)

Decorative Floor Coating

Colorflex Plus AWA is a decorative and protective floor coating designed for use in laundries, engine rooms, wash-rooms, offices, kitchens and other areas requiring special protective coating on floors. It is not affected by fruit, vegetable or lactic acid and cannot be softened by water, mineral oils or grease, according to the manufacturer. Its penetrating synthetic resin base makes it effective for painting concrete and it seals and colors wood, brick, composition and other surfaces. The product is available in red, gray, brown, green and clear. Flexrock Co., Dept. NS, 3644 Filbert St., Philadelphia 1, Pa. (Key No. 62)

in 1853

When 1 Park Avenue was just a country site near New York's railroad depot, the first bentwood chair invented by Michael Thonet was introduced in America.



A HUNDRED YEARS OF PROGRESS

in 1953

Our modern showrooms at 1 Park Avenue attract the buyers and architects from everywhere who have selected millions of sturdy Thonet chairs.

100 years of reliable service have proved again and again that Thonet is unequalled for full quality values.



Modern Thonet Chair 1266



Write for brochure illustrating the furniture you need. Dept. G3
1 Park Avenue,
New York 16, N. Y.



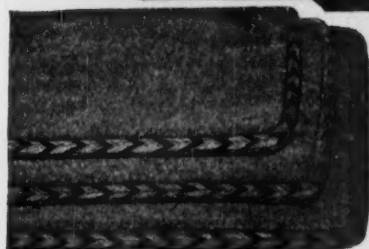
Visit our beautifully redecorated New York Show Room at
ONE PARK AVENUE

Other Show Rooms:
Chicago
Statesville, N. C.
Dallas

Here's The **DEPENDABLE HELP** You Need

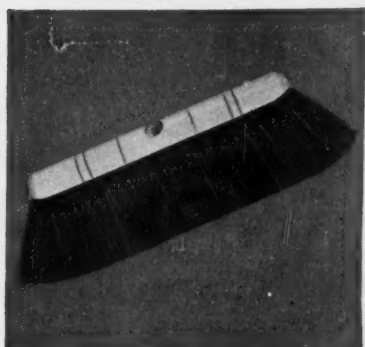
TO KEEP SCHOOL FLOORS
IN BEST CONDITION

—DURING WORST WEATHER



DOOR MATS

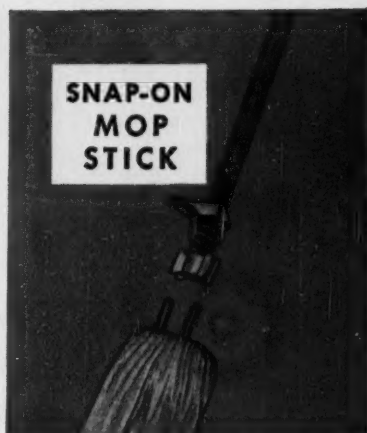
Cocoa Brush . . . made from tough India hemp, double thick. Durable construction, with stiff, bristle-like surface. Available in five sizes. **All-Steel** . . . galvanized to prevent rust; durable, reversible, easily cleaned. In five sizes. **Fabrix** . . . made of material so tough it will stand up under hardest use, yet resilient and comfortable under foot. Custom-built for any space, or in five standard sizes. **Rubber corrugated roll matting** for hallways and aisles, 1/4" thick, 36" wide.



SWEEPING BRUSHES

In seven different types . . . from **Rex**, made from first quality grey Siberian and China Bristle combined with nylon; brush is 4" out of hard maple block, hand set, well filled, with good flare; 66" handle; 12", 14", 16", 18", 24" blocks; . . . to **Factory-Garage Brush**, a sturdy, long-lasting type designed for both coarse and fine sweeping; center of extra stiff fibre, surrounded by slightly softer Union fibre; border is best grade imported horse tail hair; stock extends 3", fastened in solid block; available in 16", 18", 24" blocks.

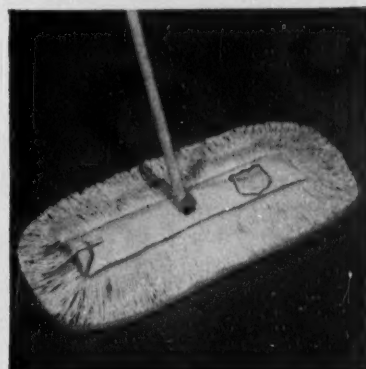
SNAP-ON MOP STICK



Convenience and safety features make this a favorite. Available in either hardwood or aluminum handles with special attachment feature. To insert mop head, just raise lever, slip loops of Snap-On mop head into slides, attach lever hooks, and snap lever closed. To remove, just raise lever. Special construction prevents marring of furniture and mopboards. Handle 5 1/2 ft. long.

CELLULOSE MOPS

. . . absorb two to three times more water than ordinary mops and do not snarl or tangle. Made of DuPont cellulose sponge, reinforced with cotton yarn for extra strength. Dirt and grease may be flushed out in running water. Dries quickly, will not sour, lasts three to five times longer than yarn mops. Ideal for washing, damp mopping, water waxing. Leaves no lint and cannot scratch; may be sterilized in boiling water. Available in both Snap-On and conventional styles.



SWEEPING MOPS

Mop-Cote (illustrated above) is one of the most popular in the Churchill line. An economical dusting mop with removable head fitted on floor brush type foundation. Lies flat at all times . . . never turns on block or rides on edge. Sweeps and picks up grit efficiently. Cotton extends 4" beyond sides, 1 1/2" beyond block ends. Washable Mop-Cote heads also make good brush block covers. Available in 12", 14", 16", 18", 24", 36" and 48" block sizes.

ALADDIN SELF-POLISHING WAX



Any protective finish will last two to three times longer when it is topped with **Aladdin Self-Polishing Wax**. This forms a hard, transparent film which holds dirt and grit on the surface, prevents wear on the under surface. Ideal for rubber tile, asphalt tile, linoleum, varnished wood and other commonly used flooring materials. Dries to a beautiful lustre in just 18 minutes; anti-slip, non-inflammable. Packed in barrels, half barrels, 15, 5 and 1 gallon drums.

For more complete information and prices, call your Churchill distributor or representative, or write . . .

CHURCHILL MANUFACTURING COMPANY
GALESBURG, ILLINOIS

FOR SUPERIOR FLOOR AND BUILDING MAINTENANCE MATERIALS AND TOOLS



UNEQUALED in APPEARANCE, DURABILITY

Mitchell
FOLD-O-LEG
tables

and STRENGTH

Convert any room
into a Banquet or
Group Activity Room...
Set up or clear in minutes
QUICKLY FOLD or UNFOLD
for Changing Room Uses

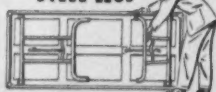


TOPS OF MASONITE
PRESWOOD, FIR & BIRCH
PLYWOOD, LINOLEUM,
RESILYTE PLASTICS

**TUBULAR
STEEL LEGS**



**MAXIMUM
SEATING
MINIMUM
STORAGE**

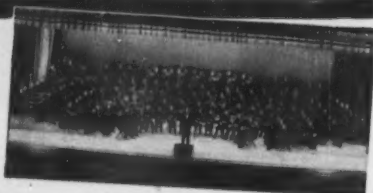


THE STRONGEST, HANDIEST FOLDING TABLE MADE!

Mitchell
**PORTABLE
FOLDING STANDS**

**EASY TO SET-UP
ON or OFF STAGE**

**RIGID, SAFE
for BAND
ORCHESTRA
CHORAL &
DRAMATIC
GROUPS**



**LEGS FOLD UNDER FOR
MINIMUM STORAGE**

STACK IN SMALL SPACE

SAVE TIME & LABOR

**IMPROVE APPEARANCE
AND PERFORMANCE**

Better Acoustics and Discipline, Easier control of group by Director. Available in 1, 2, 3 or 4 elevations. Easy to handle units with strong 4' x 8' Fir plywood tops and rigid tubular steel legs. Band stand shown stores in a space only 4' x 8' x 6' high.

Write for Descriptive Folders

MITCHELL MFG. COMPANY

2734 S. 34TH STREET • MILWAUKEE 46, WIS.

MANUFACTURERS OF

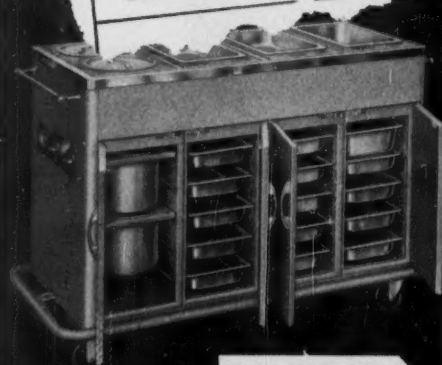
MITCHELL FOLDING TABLES, BAND AND CHORAL STANDS

LOST AND FOUND

LOST... Several School Kitchens and Cafeterias

FOUND... NACO Portable Electric Food Cart with Full-Course Meals for 300 Hungry Students

SAVED... Thousands of Important School-Budget Dollars



Detachable insulated cover used when cart is in transport.

Kitchens and cafeterias are no longer necessary in today's modern school. One central school kitchen prepares meals for all the other schools at much lower cost... sends them back by truck in the NACO Portable Cart. Just plug NACO in an electric outlet and serve... right in the gymnasium or auditorium. About 300 Oven-Hot meals are kept in three, insulated, "hot compartments." Salads and other "cool foods" may be refrigerated with ice, dry ice, or kept at room temperature. Holds 18 serving pans or 18 fireless cooker pans in hot section and 6 pans in cool section. NACO Portable Cart is designed to fit into a serving line.

Write for full information and cost analysis of this plan and names of schools now successfully using NACO Carts.

NACO PORTABLE FOOD CARTS...

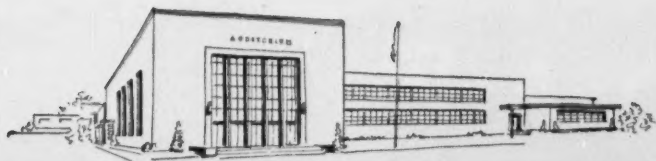
Lower costs
Hot meals
Dry heat
Less food waste
Insulated sections
Special "cool" section

200 meal capacity
Easy to clean
Less Maintenance expense
Portability—just roll in
No special wiring
Sectional heat regulators

ATLAS Division

National Cornice Works
1323 Channing St. • Los Angeles 21, Calif.
Export Division: 301 Clay St., San Francisco, Calif.





Phillips High School Auditorium, Phillips, Texas, equipped with 800 full-upholstered Bodiform chairs. Architect: Wm. C. Townes, Amarillo, Texas. Superintendent: Lee Johnson.



*For maximum beauty and comfort, better acoustics,
equip your auditorium with*
AMERICAN BODIFORM. UPHOLSTERED CHAIRS

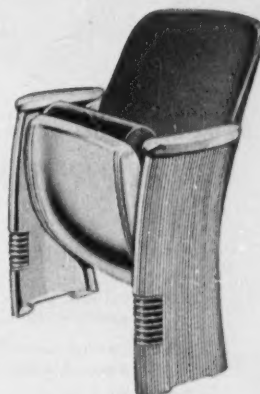
American Bodiform upholstered chairs afford the highest serviceability, and stimulate fresh interest, responsiveness, and pride among both students and community.

Best looking—most restful. No other chair equals American Bodiform in contributing beauty and impressiveness to a school auditorium. Matchless comfort is assured by seats with spring-arch construction, and backs with scientific, body-fitting contours. Occupants needn't squirm and twist seeking restful posture—therefore are more attentive to speakers.

Safety-fold action—Better acoustics. Automatic, uniform-folding, silent, $\frac{3}{4}$ safety-

fold seat action allows more room for passing—and also for sweeping and cleaning. No pinching or tearing hazards. When an auditorium is only partially filled, the full-upholstery of these chairs compensates, acoustically, for any lack of occupancy.

Unexcelled durability—decorative harmony. Long life and low maintenance are insured by engineering skill and experience without equal in the seating industry. A wide range of styles, colors and upholstery materials permits harmony with any decorative scheme. American Seating Engineers will gladly help you plan. *Write for information.*



**American Bodiform
Auditorium Chair**

Best full-upholstered auditorium seating obtainable—with finest modern styling and most advanced functional features. Also available with tablet-arm.

American Seating Company

WORLD'S LEADER IN PUBLIC SEATING

Grand Rapids 2, Mich. • Branch Offices and Distributors in Principal Cities

Manufacturers of School, Auditorium, Theatre, Church, Transportation, Stadium Seating, and Folding Chairs

What's New ...

Chair Caddy

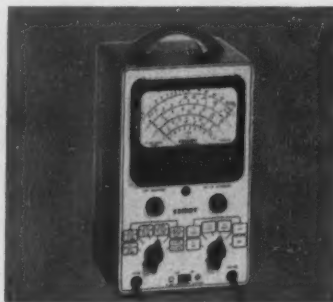
A complete line of chair and table handling equipment has been introduced. The new Chair Caddy 60 is designed to handle up to 60 single fold or 30 double folding chairs of any size. It is constructed of heavy gauge steel with all joints spot welded to ensure long life and trouble free operation. The extra heavy duty ball bearing casters are designed to assure easy wheeling even with a full load.

Other items in the handling equipment line include an adjustable chair caddy, an understage model and a Folding Table Caddy designed to handle any size tables from 30 by 60 inches to 36 by 96 inches. The equipment is ruggedly constructed for long hard use. Midwest Folding Products, Dept. NS, Roselle, Ill. (Key No. 63)

Vacuum Tube Kit

The new Knight Vacuum Tube Volt-Ohm-Milliammeter Kit has been designed for maximum versatility. It is a low cost, easy to build kit with six ranges for measuring AC peak-to-peak volts. It also includes six milliamperes ranges and five capacitance ranges. The Knight VTVOM is described as an all-around instrument for use in radio, electronics and physics

classrooms. Complete step-by-step instructions include schematic and pictorial diagrams to facilitate assembly and wiring.



ing. Allied Radio Corp., Dept. NS, 833 W. Jackson Blvd., Chicago 7. (Key No. 64)

Chemical-Resistant Gloss White

Laboratories, kitchens and other areas where corrosive agents are present can be protected with the new Chemical Resisting Gloss White for walls and ceilings. It is formulated on a synthetic rubber base and is designed to resist attack by moisture, grease, chemical fumes and caustic cleaners. Tropical Paint & Oil Co., Dept. NS, 1246 W. 70th St., Cleveland 2, Ohio. (Key No. 65)

Ready-Mixed Plaster

Structo-Lite is a new ready-mixed perlite-gypsum plaster designed to reduce the weight of plaster in walls and ceilings and to increase fire resistance. The new lighter weight material can also be used to fireproof structural steel frames of buildings. The pre-mixed plaster comes in a kraft paper container and needs only to be mixed with water to be ready for use. An architect can thus specify an exact mix on a plaster job. United States Gypsum Co., Dept. NS, 300 W. Adams St., Chicago 6. (Key No. 66)

Spirit-Type Duplicator

The new Rex-O-graph crest Model C Spirit-Type Duplicator is designed for fast and accurate copy making at low cost. The new machine is designed to handle all weights of paper from air mail tissue to card stock in sizes from post card to 9 by 14 inches. Anything typed, written or drawn can be copied in as many as five colors from one master. Features claimed for the Model C include hairline registration, automatic paper centering, positive automatic paper feed, three digit reset counter, quick change master guide and clamp. Rex-O-graph, Inc., Dept. NS, 7878 W. Hicks St., Milwaukee 14, Wis. (Key No. 67)

(Continued on page 180)

New Way to Serve Many and Save Money!



ARROWHEAD
Cafeteria Trays
and Accessories
molded of Melmac in five pastel colors.

- SAVE** Cut replacements to a minimum because ARROWHEAD is practically unbreakable!
- SAVE** One unit serves a whole meal; its tray and plates all in one. Lock-in sections for cup and bowl.
- SAVE** Easier handling, fewer pieces to wash and stack, saves time and labor!

Specially designed for cafeterias by the makers of ARROWHEAD and Efficiency Ware

Write for catalog sheet

International molded plastics, inc. cleveland 9, ohio



When power fails and lights go out, panic is just around the corner. Accidents occur. Lives are in danger. Lawsuits are not far behind. These are reasons why builders of hospitals, hotels, schools, theaters and public buildings want stand-by emergency power.

The dependability of Fairbanks-Morse stand-by generating sets has been proved again and again. They are available in capacities—from 3 to 40 KW, AC or DC. For complete details write Fairbanks, Morse & Co., 600 S. Michigan Ave., Chicago 5, Ill.



FAIRBANKS-MORSE

a name worth remembering when you want the best

WATER SYSTEMS • GENERATING SETS • MOWERS • HAMMER MILLS • MAGNETOS
PUMPS • MOTORS • SCALES • DIESEL LOCOMOTIVES AND ENGINES

The NATION'S SCHOOLS

PEABODY'S *Tubular* FURNITURE



SUITS CLASSROOM NEEDS TO A

- Smoothly curved and tapered tubular steel construction.
- Design of table pedestals affords maximum freedom of movement.
 - Absence of cross braces improves posture.
 - Automatic adjusting back support and comfortable saddled seat on PC and PTA chairs.
- Top, tablet arm and seat solid northern hard maple.
- Finished Suntan with tough scratch resistant "Celsyn."
- Smooth sliding, rubber-cushioned, hardened steel glides—Kind to floors.
- Chairs sized on the inch, seat heights 11" through 18".
- Table heights sized on the inch, 20 through 30 inches.



"No One Ever Regretted Buying Quality"

PEABODY

NORTH MANCHESTER, INDIANA



perfect balance

virco

folding chairs



This sturdy chair won't tip over! Durable tubular steel frame and formed plywood seat assure years of service. Fully enclosed hinges prevent pinching, snagging. Contoured for maximum comfort, lightweight for easy handling. Folds smoothly, stacks compactly. Also available in all-metal and with upholstered seats. Write for free catalog.

Dealers Note: Some areas still available for qualified dealers. Write for information.



IRCO MFG. CORPORATION
15134 SOUTH VERMONT AVE.

MAILING ADDRESS: P.O. Box 846, Station H, Los Angeles 44, California

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with

Brulincoat

the Floor Finish with the Built-in Safety Factor

Eliminate the "slip" hazards from the traffic on your floors. With BRULINCOAT your floors are not only protected with the finish that is self healing, but it will take a polish while retaining a high anti-slip coefficient of friction. Buffing increases safety. Wet floors are not slippery when protected with BRULINCOAT. Accidents

are prevented, floors are protected and floor maintenance labor is reduced. BRULINCOAT is easily applied, dries with a sheen in 20 minutes and is easily removed by mopping or scrubbing.

For lower maintenance costs and greater safety, BRULINCOAT has the answer.

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REPRESENTATIVES IN MOST CITIES COAST-TO-COAST

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BRULIN & COMPANY, INC.,
2938 Columbia Avenue,
Indianapolis 7, Indiana

Gentlemen: We are interested in more information on BRULINCOAT.

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Institution.....

Address.....

City.....State.....



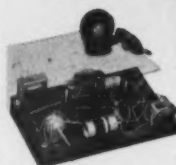
Everything in Electronics
FOR THE SCHOOL!

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236-PAGE 1953

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RADIO-TV CATALOG



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IN ONE!**

Amazingly instructive: builds receiver, amplifier, oscillator, signal tracer, timer, photo cell relay, etc. With all parts, tubes, mike, instructions. 83-265. Only.....\$14.25

"Ranger" AC-DC Radio Kit. A popular school project kit. Complete with cabinet. 83-273. Only \$17.85. Dozens of other kits available.



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TAPE RECORDER**
Most exceptional recorder value on the market. Fully described in ALLIED's Catalog. 96-485. Only.....\$104.50

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ALLIED is the one complete, dependable school supply source for all radio and electronic needs. Our 236-page 1953 Buying Guide features the world's largest selections of:

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MAPLE FLOORING

MFMA Specifications

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THE WORLD'S FINEST—BAR NONE

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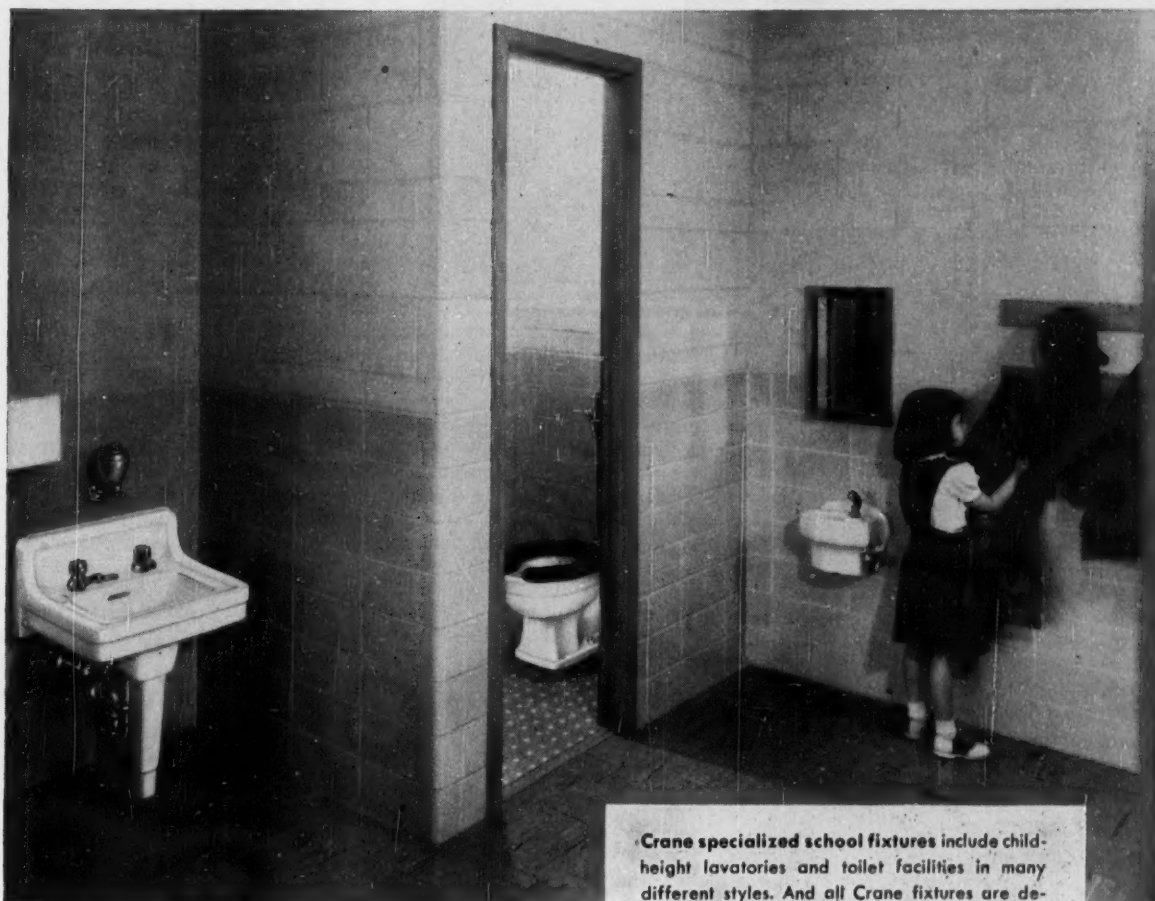
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MARSHFIELD, WIS.

P.O. BOX 112-A

Behind the Mills—The Connor Timber Stands

Generations of students come and go ...served by same Crane fixtures



Crane specialized school fixtures include child-height lavatories and toilet facilities in many different styles. And all Crane fixtures are designed to make cleaning and maintenance easy.

Next fall there will be a million more children in school than there are now—taxing facilities to the utmost.

And this is no temporary problem. The present rate of increase in school population is expected to continue for many years.

As you plan to meet this demand for space, you'll want to build for *permanence*. And as experience in schools all over the country has proved, *Crane is the name that means permanence in plumbing.*

The Crane specialized school fixtures you

install today will still be there to serve future generations of students—operating and looking like new for years to come.

Crane's school fixtures are as modern in design as new school buildings now on the architect's drawing board. These fixtures permit improvements in planning and solve important problems of space, maintenance and cost.

When discussing building plans, let your Architect and Plumbing Contractor know your preference for Crane.

CRANE CO.

GENERAL OFFICES: 836 SOUTH MICHIGAN AVE., CHICAGO 5
VALVES • FITTINGS • PIPE
PLUMBING AND HEATING

What's New ...

Door-Step Threshold

A new Wooster door-step threshold has been introduced with non-slip surface and beveled edges front and back. Known as Wooster Type 115-S, the threshold comes in standard widths of 4, 5 and 6 inches with a maximum length of 6 feet. It is made of abrasive iron and aluminum, also bronze and nickel when permitted. **Wooster Products, Inc., Dept. NS, Wooster, Ohio. (Key No. 68)**

Water Repellent Coating

Dehydratine No. 22 is a silicone water repellent coating using the principle of negative capillarity. When used on concrete, stucco and masonry the surface becomes water repellent. The coating penetrates masonry deeply and provides a high degree of water repellence for a long period of time. It is applied by brush or spray and does not discolor or change the appearance of masonry surfaces. **A. C. Horn Co., Inc., Dept. NS, Long Island City 1, N. Y. (Key No. 69)**

Typewriter Desk and Chair

Designed to provide correct posture for the student learning typing, the new Royal Metal typewriter desk and chair

are both adjustable as to height. The typewriter desk platform can be adjusted in height from 26 to 30 inches and both



desk and chair provide the correct height of each so that the student can achieve proper posture. The desk leg glides can be adjusted as additional aid to correct posture seating and there is a leg cutout for larger than normal students.

Modern in design, the ensemble has square tubular metal legs of continuous-piece construction and the desk top is of solid birch 20 by 36 inches, with natural finish. Legs are attached from the inside so that no bolts are visible. Pull-out shelf, supply drawer and a reinforced detachable shelf which fastens to the right-

hand legs to hold books and purses are desk conveniences. Both desk and chair are finished to safeguard against snagging of hosiery or clothing. **Royal Metal Mfg. Co., Dept. NS, 175 N. Michigan Ave., Chicago 1. (Key No. 70)**

Modern Skylight

The Vanco Plexiglas Domelite for installation in the roof provides natural lighting from above. It is designed in two different types of Plexiglas: clear colorless and white translucent to meet various requirements for privacy, light and climate. The colorless Domelite admits outdoor light by gathering the light beams and projecting them into the area below. It absorbs the ultra-violet rays of the sun, protecting persons and materials from the direct sunlight. The translucent Plexiglas provides a soft, evenly-diffused daylight. It assures privacy, uniformity of natural illumination and eliminates the heat of direct sunlight by deflecting the infra-red rays.

The new Domelites are supplied with their own metal base frames in galvanized iron, aluminum or copper. All are weather-tight without the use of gaskets and are constructed to overcome condensation, expansion or contraction. **E. Van Noorden Co., Dept. NS, 99 Magazine St., Boston, Mass. (Key No. 71)**

(Continued on page 184)



don't be fooled by a bid price

The Price of a Rubber-Covered Ball is no proof of its Value*

***here are the FACTS!**

You are not buying "just a ball"—you're buying performance—playability—wear—service. Voit originated rubber-covered, fabric lined athletic equipment and has maintained leadership in the field by continued research, development, improvement. Voit athletic equipment has built-in extra value that can be achieved only with the know-how and experience that Voit has gained in over 25 years. Voit must be best. Year after year it outsells all competitors.

***this is PROVED:**

Voit has been the favorite for over 17 years. 100,000 Schools, Camps and Playgrounds continue to specify Voit because no other rubber-covered ball has ever proved itself equal to Voit's 150-600% longer wear. Voit is waterproof, scuffproof, washable. Voit meets official standards and has been recognized by the rule books for official, championship play.

YES

Voit would still be by far the best buy in the rubber-covered field, even at half again the price. The extra wear you get from Voit soon pays off the initial investment.

**There is no
"or equal" to**

VOIT®



Football



Basketballs



Soccerballs



Volleyballs



Baseballs



Softballs

Only the **WELDWOOD® Fire Door** could meet all these requirements!

The Union Theological Seminary, New York, had a problem. This famous seminary wanted doors for its new wing

- ... that would resist the spread of fire
- ... that would not bind or warp
- ... that would be strong, durable and light
- ... that would reflect the thoughtful, quiet atmosphere of the institution ... and stay beautiful.

It wanted the sides of the doors opening into the corridors to have molding attached to the face, in order to carry out the design of the rest of the buildings. And it wanted the *inside* of the doors to have natural flush faces.

What door could meet all these requirements?

The Weldwood Fire Door was the only answer!

The Weldwood Fire Door is the only door on the market that gives you the protection of the Underwriters' Laboratories Class "B" and "C" Labels, together with the striking beauty of fine hardwood face veneers.

And with all that safety...with all that beauty... Weldwood Fire Doors give you the maximum durability, dimensional stability, resistance to vermin and decay, low initial and maintenance costs.

Don't overlook Weldwood Partition Panels. These beautiful wood-faced partition panels are made with the same incombustible mineral core used in the famous Weldwood Fire Door. Available with a variety of wood faces and readily adapted to low-railing, 7-foot and full ceiling height partitions ... either permanent or movable.

Yes, for every reason you can think of, specify Weldwood Fire Doors.



WELDWOOD® FLUSH DOORS

Manufactured and distributed by

UNITED STATES PLYWOOD CORPORATION

World's Largest Plywood Organization

55 West 44th Street, New York 36, N. Y.

Branches in Principal Cities • Distributing Units in Chief Trading Areas
Dealers Everywhere



One of 31 beautiful Oak Weldwood Fire Doors in the new wing of the Union Theological Seminary, New York City. This side of the door has raised moldings attached to the face to carry out the design of the remainder of the building. Collins, Willis and Bechoner: architects.



The inside of the Oak Weldwood Fire Doors in the Union Theological Seminary have their natural flush face. Both sides are beautiful ... both give utmost protection from fire.

EXPAND your program EASILY with—

this LOW COST
Classroom Equipment
Tape Playing Machine



3¾" speed—high fidelity
(2 full hours teaching per reel)

- Mfrd. by nationally known Co.
- Complete with amplifier & speaker

GUARDS AGAINST ACCIDENTAL ERASURE

Your specially recorded (or rented) study programs can be played but not erased in classroom use.

A SACRIFICE, because we bought more than needed. Special prices on quantity purchases. For complete information on machines, tape study libraries—write

STUDENT EQUIPMENT, P. O. Box 8686, Phila 1, Pa.

BARRICKS *America's Finest* FOLDING TABLES

Barricks are the only folding tables that have the outstanding *Barricks Automatic Leg Lock* which is unconditionally guaranteed for 5 years! Legs lock into position automatically . . . close at a finger touch!

Barricks Steel Channel Girder assures built-to-last tables that withstand the hardest service. That's why shrewd buyers for schools, hotels, churches and institutions specify Barricks tables.

Available in rounds and rectangular in a style and size to meet every budget.

THE ONLY TABLES
with the
BARRICKS
AUTOMATIC LEG LOCK
and
CHANNEL-GIRDER
CONSTRUCTION



SEE YOUR DEALER
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Fingertip
SET-UP
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FOLDING

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ALL STEEL COMBINATION STORAGE UNITS

YOU CAN BE SURE that your stored films will be safe from dust, heat or dryness with NEUMADE COMBINATION STORAGE UNITS!



Model MM-119—A practical storage cabinet for the varied film library. Holds 400, 800, 1200, 1600 ft. reels; 100 filmstrip cans plus utility drawer in base. Overall size: 30" wide, 70" high, 16" deep. Over 50 models to choose from. Write for free catalog.

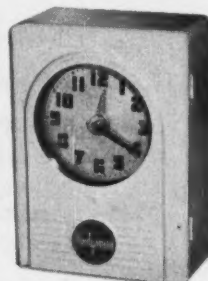
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YOUR
FILM!



Save Money
for your school—
Save Time
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Montgomery PROGRAM TIMERS

Cost Little To Install—
Ring Bells, or Other Signals,
Automatically

Think of it! For less than \$200.00 you can purchase a Montgomery program clock, including transformer, bells, and other signals suitable for most schools. The clock alone will cost as little as \$86.25. Your own school electrician can make the installation. Your classroom schedules will run automatically—on time—without variation, until you change them on the program disc.

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COMPANY

OWENSVILLE 6, INDIANA

OVER 90% OF LOW COST PROGRAM TIMERS ARE MONTGOMERY



LIGHT IN WEIGHT, attractively modern in appearance, Heywood-Wakefield S 501 LL Desk and Chair Units may be moved quickly and easily as class activities require new groupings. Their welded tubular steel construction is your assurance of long service and low maintenance cost.

MOVABLE DESK AND CHAIR UNIT S 501 LL—This versatile unit provides ample storage space for books and materials. Chair back and seat and desk top are solid birch. Welded tubular steel frame permanently secures correct seat-to-desk relationship. Available in seven graded sizes.



Heywood-Wakefield Furniture Brings **MAXIMUM FLEXIBILITY** to Classrooms at St. Joseph's School

Classrooms of the St. Joseph's School in Malden, Massachusetts, typify today's emphasis on functional design. Rooms are light and airy, readily adaptable to changing needs. Plans for St. Joseph's School were drawn by J. G. McGann, Architect, of Boston. The installation of Heywood-Wakefield furniture was handled by Gledhill Brothers, Boston, distributors for the Heywood-Wakefield Company. For further information on Heywood-Wakefield School Furniture, write for your free copy of our new catalogue.



School Furniture Division
MENOMINEE, MICHIGAN,
and **GARDNER, MASS.**



The ORIGINAL Tubular Steel School Furniture



What's New ...

Shallow Surface Luminaire

Designed for use with a variety of slimline and standard fluorescent lamps, the new Type SC shallow surface Westinghouse luminaire is only 3 5/16 inches deep. It is available in 4, 6 or 8 foot lengths and two and four lamp widths. It is ideal for low ceiling areas as well as in higher ceiling areas where a shallow suspended system will add to the attractiveness of the room. The unit may be mounted in rows or individually. Translucent side panels eliminate sharp contrast and the hinge down louvers provide 35 degree shielding. Installation and maintenance are simplified by the design of the luminaire. Westinghouse Electric Corp., Dept. NS, P. O. Box 2099, Pittsburgh 30, Pa. (Key No. 72)

Model 524 Chair

The new Solid Kumfort Model 524 chair that folds is attractively designed with a rose carving in the back. It has a large, roomy seat 17 1/4 inches wide, 14 1/2 inches deep and 18 inches from the floor. The full chair is 33 inches high.

The chair is available in maple, red mahogany, sand or walnut with leatherette upholstery in a wide range of colors. It is designed for long service with the

Rastetter Steel Hinge and Brace construction giving the chair unusual strength. The hinge unites the front and



back leg units and the seat frame, eliminating any joints that might come loose at this point. The new model is rich in appearance, easily handled, folds easily and stacks for storage. Louis Rastetter & Sons Co., Dept. NS, 1300 Wall St., Fort Wayne 1, Ind. (Key No. 73)

Light Weight Furnace Cleaner

The new Nu-Vac Furnace Cleaner weighs only 25 pounds and has a disposable bag. It is ruggedly constructed for heavy service and has a 5/7 h.p. universal ball bearing motor with two-stage turbine fan giving 56 inch water

(Continued on page 188)

lift. The disposable paper bag cannot clog suction and is inside the can, above dirt, while in operation. The dirt is bagged when the can is turned upside down after use and then is disposed of without opening the bag. An outer cloth bag reinforced with wire frame surrounds the paper bag as protection against blowouts. The machine is quiet in operation and is finished in blue hammertone. Empire Chemical Products Co., Dept. NS, 10 Longworth St., Newark, N. J. (Key No. 74)

Odorless Wall Finish

Bru-Tone is an odorless and quick-drying paint which can be washed. Tests indicate that ink, mercurochrome, pencil marks, smudges and other stains can be readily removed with ordinary detergents and water. The paint is a 100 per cent alkyd vehicle fortified with rubber and produces a velvety flat appearance. Only one coat is required for repainting even stubborn surfaces. Classrooms, corridors and public areas can be painted with Bru-Tone without offense because of paint odor and rooms need be vacant only during the time required for actual painting since there is no paint odor to be aired out. Bruning Bros., Inc., Dept. NS, 4205 E. Chase St., Baltimore 4, Md. (Key No. 75)

*Cost-Cutting
Labor-Savers!*

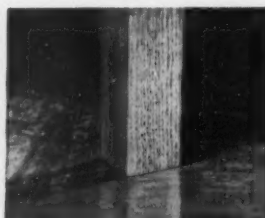


Famous LAKESIDE Stainless Steel CARTS

Add new speed and efficiency to your cafeteria service—improve your hot lunch program with LAKESIDE Carts and Pans. See your jobber or write for folder on complete line and dealer's name today. Prices shown are FOB Milwaukee.

Model 311 (left) . . \$28.50 Model 322 (right) . . \$35.00

LAKESIDE MFG. CO.
1983 S. Allis St. • Milwaukee 7, Wis.



WHAT A DIFFERENCE between this...and this

Bassick Rubber Cushion Glides make the difference!

You'll notice how much quieter cafeterias and classrooms are when you install smooth-sliding, noiseless Bassick Rubber Cushion Glides on furniture, chairs and equipment. Their broad, flat, polished, hardened-steel base (cushioned in rubber) protects floors, reduces floor maintenance and classroom clutter. Write for free set. State whether for wood, flat metal or tubular metal furniture (for latter, give tube's inside diameter). THE BASSICK COMPANY, Bridgeport 2, Conn. In Canada: Belleville, Ont.



Bassick
A DIVISION OF

STEWART
SW
WARNER

MAKING MORE KINDS OF CASTERS... MAKING CASTERS DO MORE

The NATION'S SCHOOLS

VICTOR

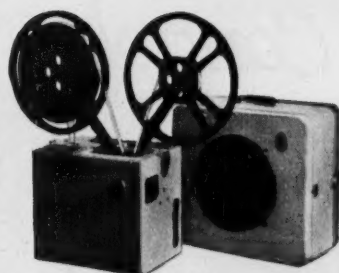
Best Buy
in 16mm Sound
Motion Picture
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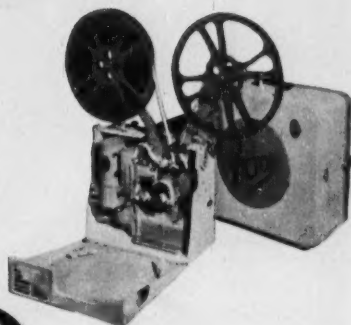
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VICTOR SOVEREIGN (Model 60-25)

For larger groups—indoors
and outdoors

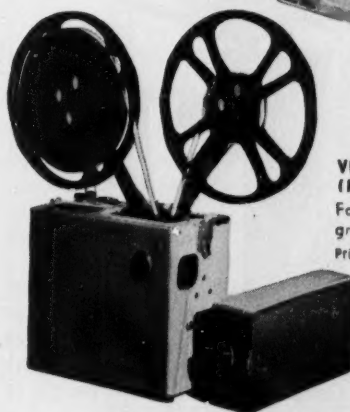
Price: With 12-inch speaker \$539.00



VICTOR ESCORT (Model 60-10)

For classroom and small
auditorium use

Price: With 9-inch speaker \$433.00
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VICTOR NEW LITE-WEIGHT (Model 60-4)

For conference and small
groups

Price: With 9-inch speaker \$395.00
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MAGNESOUND
Magnetic Recording and Play-
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Victor 16mm Sound Projectors
Price: Complete with Microphone and
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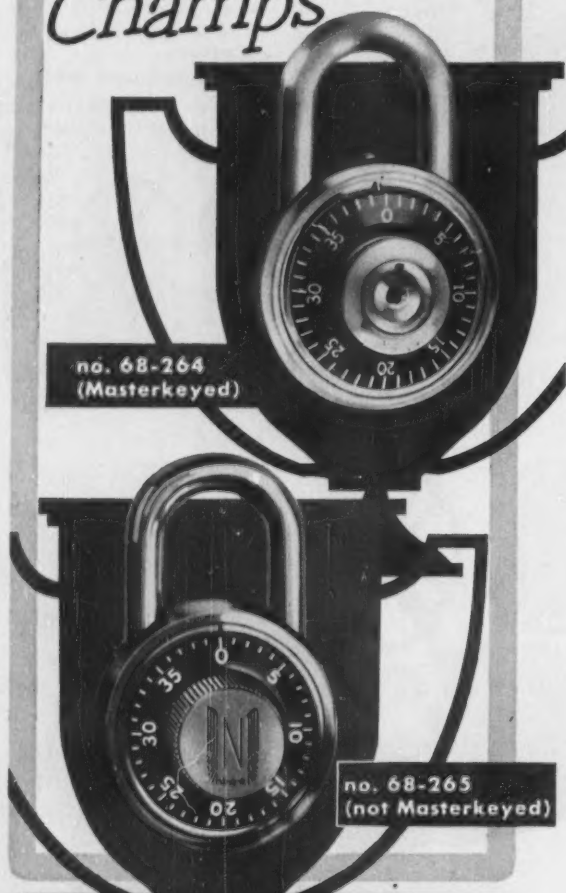
VICTOR ARC PROJECTOR

For outdoor use, auditoriums
and small theatres

Price: Single Arc Projector \$1725.00
Dual-Arc Projector \$3250.00

Recognized world-wide for
many outstanding features,
excellence of performance,
precision construction and de-
pendability, Victor 16mm
projection equipment is the
first choice of thousands in
schools, businesses, churches,
institutions and homes.

Locker Control Champs



NATIONAL LOCK combination, self-locking SHACKLE LOCKS

In addition to other advantages, NATIONAL LOCK shackle locks are far superior in ease of locker control. Each lock is provided with a double tag, having space for name and locker number. Then, too, a master chart is shipped with each order. With orders of 100 or more, a distinctive leatherette binder is included. Write us today on your school letterhead, ask for free sample lock.



VIRCO answers the need for

more durable

school furniture

Even if they come in "like a herd of elephants" — Virco School Furniture can take it! Frames of heavy gauge steel tubing, manufactured to strict specifications in our own tube mill, provide maximum strength and rigidity. Finishes are stain and mar resistant — remain smooth and beautiful through years of punishment. Safe from the student — every piece is safe for the student, too — no sharp corners, no snagging or tearing hazards. A triumph of functional modern design!



No. 108 Tablet
Arm Chair

- Crescent bracing for extra sturdiness.
- Curved back and saddle seat for correct posture control, made of eastern maple.
- 12" x 24" tablet arm of maple or plastic sheet.
- Legs equipped with rubber-cushion, noiseless steel glides.



2-Pupil
Table

Lift Lid
Chair Desk



Open Front
Desk

Lift Lid
Desk



A complete catalog will gladly be sent on request. Please send us your specifications and bid forms. Choice of eastern maple or high density laminated plastic sheet on all desk surfaces.



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Eastern Office: 11 West 42nd Street, New York City

Greater Stamina! Greater Power! Greater Economy!



1953 CHEVROLET SCHOOL BUS CHASSIS



212-INCH WHEELBASE SCHOOL BUS CHASSIS

Gross vehicle weight, 13,500 or 16,000 pounds, depending on tire equipment. Accommodates bodies of 48- to 54-pupil capacity. Chevrolet Loadmaster valve-in-head engine, 200 foot-pounds torque (pulling power) at speeds governed under 35 m.p.h. Heavy-duty brakes; Torque-Action, front; Twin-Action, rear; Dual-Shoe, parking.

199-INCH WHEELBASE SCHOOL BUS CHASSIS

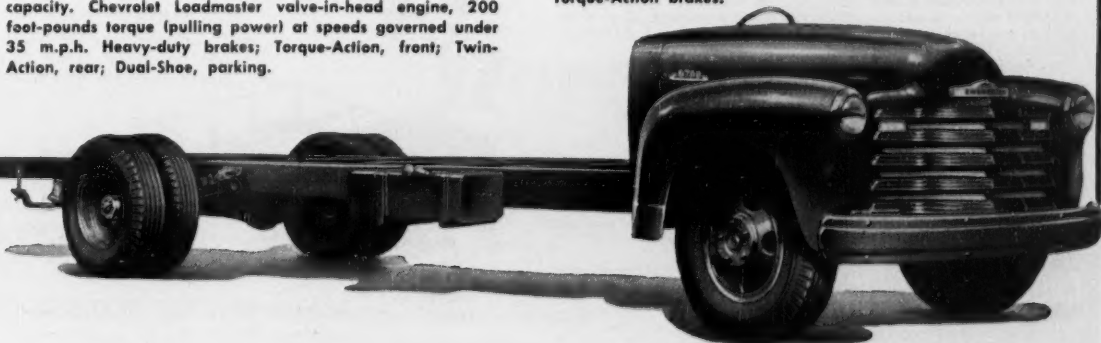
Gross vehicle weight, 13,500 or 16,000 pounds, depending on tire equipment. Accommodates bodies of 42- to 48-pupil capacity. Chevrolet Loadmaster valve-in-head engine, 200 foot-pounds torque (pulling power) at speeds governed under 35 m.p.h. Heavy-duty brakes; Torque-Action, front; Twin-Action, rear; Dual-Shoe, parking.

161-INCH WHEELBASE SCHOOL BUS CHASSIS

Gross vehicle weight, 10,500 or 12,000 pounds. Accommodates bodies of 30- to 36-pupil capacity. Chevrolet Thriftmaster valve-in-head engine, 176 foot-pounds torque (pulling power) under 35 m.p.h. governed speed. Heavy-duty brakes; Torque-Action, front; Twin-Action, rear; Dual-Shoe, parking.

137-INCH WHEELBASE JUNIOR SCHOOL BUS CHASSIS

Gross vehicle weight, 7600 pounds. Accommodates bodies of 16-pupil capacity. Chevrolet Thriftmaster valve-in-head engine, 176 foot-pounds torque (pulling power) under 35 m.p.h. Torque-Action brakes.



What's New ...

"Jet Flow" Sink

Designed for fountain use, the new Jet Flow Sink reduces the possibility of glass and dish breakage since the Jet Flow principle feeds water to any one of three basins by means of a short, soft-flow faucet. The basins are one piece, deep drawn stainless steel with no seams or crevices, thus facilitating cleaning and improving sanitation. The front facing, top capping and rear splash are one integral unit formed from a single piece of heavy stainless steel.

The sink also features the new removable grid drainer which assures positive draining and eliminates possibility of contamination from pools of standing water. The grid drainer is removable for easy cleaning. **Liquid Carbonic Corp., Dept. NS, 3100 S. Kedzie Ave., Chicago 23. (Key No. 76)**

Incandescent Lighting Fixture

The new Silvray Super 1500 incandescent lighting fixture is designed for ease of installation and maintenance. The new unit has an improved design to eliminate direct and reflected glare. It is built around a silvered-bowl lamp and is made as ceiling or pendant-type in 150 to 200 watt, 300 to 500 watt and 750 to 1000 watt sizes.

The new unit can be quickly installed in a ceiling outlet box through a special locking device. Instant release for maintenance is as easily accomplished. The pendant model is also designed so that the stem can be shortened without disassembling and rethreading it. A new rust-proofing primer protects the unit against corrosion. It has a baked enamel finish. **Silvray Lighting, Inc., Dept. NS, Bound Brook, N. J. (Key No. 77)**

Foot-Power Binder



Plastic binding of all types and sizes of loose sheets can be done with the Gen-

eral Binding Corporation units. Now a new foot-power operated punch and binder is available which leaves the hands free to handle the loose sheets. Known as Model 16 FP, the new unit permits the binding of large quantities of materials for teaching or reference in classrooms, libraries or offices. **General Binding Corp., Dept. NS, 812 W. Belmont Ave., Chicago 14. (Key No. 78)**

Kitchen Table Tops

A new line of Tolco Products for institutional kitchen use includes table tops, counter tops and sandwich boards. They are made from selected edge, hard grain maple strips which are glued together by a special radio frequency, high pressure process to ensure long life. Top surface and edges are sanded smooth and have a clear, natural, non-toxic finish which will withstand abusive treatment by knives and other kitchen utensils but will not damage the utensils.

Sandwich boards have a special cutout for easy scrap disposal and are made in sizes ranging up to 12 feet in length, 6 to 12 inches in width and 1 1/4 to 1 1/2 inches thick. Table tops range in size from 4 to 12 feet in length, 20 to 36 inches in width and 1 1/4 to 3 inches in thickness. **The Tolerton Co., Dept. NS, Alliance, Ohio. (Key No. 79)**

(Continued on page 192)



CROWN ADJUSTABLE TYPEWRITER DESK

"One of the
greatest aids to
the typing teacher"

says Louis A. Leslie

Louis A. Leslie demonstrates
the simple adjusting
mechanism of the Crown
desk. Typing platform can be
quickly changed from any
height from 26" to 30".

Mr. Leslie's statement in the light of his wide experience in the business education field—as teacher, author, and lecturer—emphasizes what teachers everywhere have been saying about the new Crown Adjustable Typewriter Desk.

It's easier to teach with. It increases student typing efficiency. Why? Because Crown's Adjustable Typewriter Desk was designed to help eliminate typing fatigue, reduce eye strain and improve posture. The thousands that have been adopted are proving themselves daily.

WRITE TODAY for
specifications and prices—
available in several sizes
and finishes.

**CROWN INSTITUTIONAL
EQUIPMENT CO.**

2185 Wabash

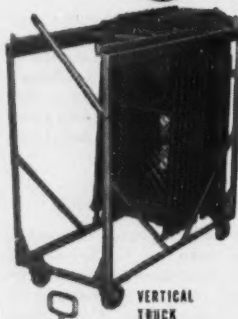
Chicago 4, Ill.

CROWN INSTITUTIONAL EQUIPMENT CO.
318 South Wabash Ave. Chicago 4, Ill.

Guarantee: Without obligation, please send
full particulars and prices of your Adjustable
Typewriter Desk.

School _____
Address _____
City _____
By _____ Title _____

STORE *Hostess* FOLDING CHAIRS Quickly • Easily • In less space with **BTC** CHAIR TRUCKS

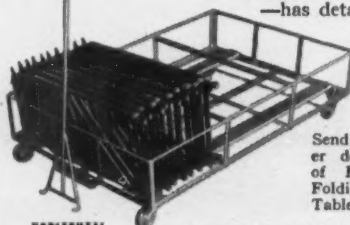


VERTICAL
TRUCK

Here's the simple way to store
Hostess Folding Chairs—use
BTC Chair Trucks! These trucks
let one man gather chairs quickly,
easily—store them in a minimum
of space.

VERTICAL TRUCK holds 24 chairs.
Both feature all-steel construction
and rubber-tired wheels.
Enamelled to match chairs.

HORIZONTAL TRUCK is built
for understage storage—no
tracks necessary. Holds 36 chairs
—has detachable handle.



HORIZONTAL
TRUCK

SEND FOR
FREE FOLDER

Send for new, full-color folder
describing complete line
of Hostess Chair Trucks,
Folding Chairs and Banquet
Tables.

THE BREWER-TITCHENER CORPORATION
Cortland, N.Y.



NOW AT REASONABLE COST . . .

New Soap Kills Germs*... means fewer colds

HEXACHLOROPHENE GERMA-MEDICA Concentrated Liquid Soap will remove and destroy 95% of all bacteria present on the skin . . . reduce transmittal of germs. It's the same soap surgeons use before operating on patients because it has proved its power to degerm the skin without elaborate scrubbing or germicidal rinses. It's effective in schools too . . . for children use it just like any liquid soap, and it costs but little more than ordinary soap. It will bring your attendance curve up and up . . . help you set new health records this year. Isn't it worth investigating now? Ask about our medicated powdered soap if you prefer that type. Write today for samples and prices.

Hexachlorophene

A PRODUCT OF
HUNTINGTON LABORATORIES, INC.

Huntington, Indiana



Toronto, Canada



*Accepted by the Council on Pharmacy and Chemistry, American Medical Association. Contains 1% Hexachlorophene . . . 2½% of soap solids.

Problem:
To find more Classrooms
QUICKLY!



Solution:
"MODERNFOLD" doors

Your school library or cafeteria may be hiding desperately needed classroom space. In the library shown above for instance, installing "Modernfold" doors produced a "hidden" classroom—at no permanent sacrifice of library space, and without disrupting library routine. With the "Modernfold" doors folded back out of the way the area is a true part of the library. Yet when an extra classroom is needed, one may be built in seconds—merely by closing the doors.

"Modernfold" doors can be installed in almost any structure quickly—and without costly, messy remodeling. Sturdy, welded steel frame and tough vinyl covering enable "Modernfold" doors to operate perfectly, stay new looking even after years of hard, constant use. An occasional cleaning with plain soap and water is usually the only maintenance needed.

For full details on "Modernfold" doors, contact your local distributor—listed under "doors" in your city classified directory. Or clip coupon.

SOLD AND SERVICED NATIONALLY

NEW CASTLE PRODUCTS
NEW CASTLE, INDIANA
In Canada: Modernfold Doors,
1315 Greene Avenue, Montreal



the doors that fold
like an accordion

modernfold
DOORS

by NEW CASTLE
Copyrighted New Castle
Products 1962

NEW CASTLE PRODUCTS
P.O. Box 631, New Castle, Indiana
Please send full details on "Modernfold" doors

Name.....
Address.....
City.....Zone.....State.....

Why buy a Pre-Wash
Machine if it doesn't Scrap!



**The Salvajor SCRAPS and PRE-WASHES
IN A SINGLE OPERATION...**

Pre-washing tableware is widely recognized as essential to sanitary dishwashing... but it can be an extra time and motion wasting operation with ordinary pre-wash machines... because you must still hand scrap dishes before pre-washing.

The Salvajor is the only machine that scraps and pre-washes at the same time. One motion does it all and does it better because both sides of the dish can be thoroughly scrapped and pre-washed. No residue is left on the bottom of the dish.

You get other advantages with a Salvajor too. It traps loose silverware preventing loss in the food scraps... it collects the food scraps and drains away the liquid, leaving less garbage to dispose.

So don't be misled by ordinary pre-wash machines that add extra labor to your operation. Invest in a Salvajor—it actually reduces labor and cost.

the Salvajor...

**Scrapping and Pre-Wash Machine
ELIMINATES HAND SCRAPPING**



How The SALVAJOR WORKS
Scrapping and pre-wash water gusher
(1) washes food scraps into basket
(3). Loose silverware is salvaged in
trap (2). Motor driven pump recircu-
lates water (4).

Salvajor

Write Today
For Complete Details

THE SALVAJOR COMPANY

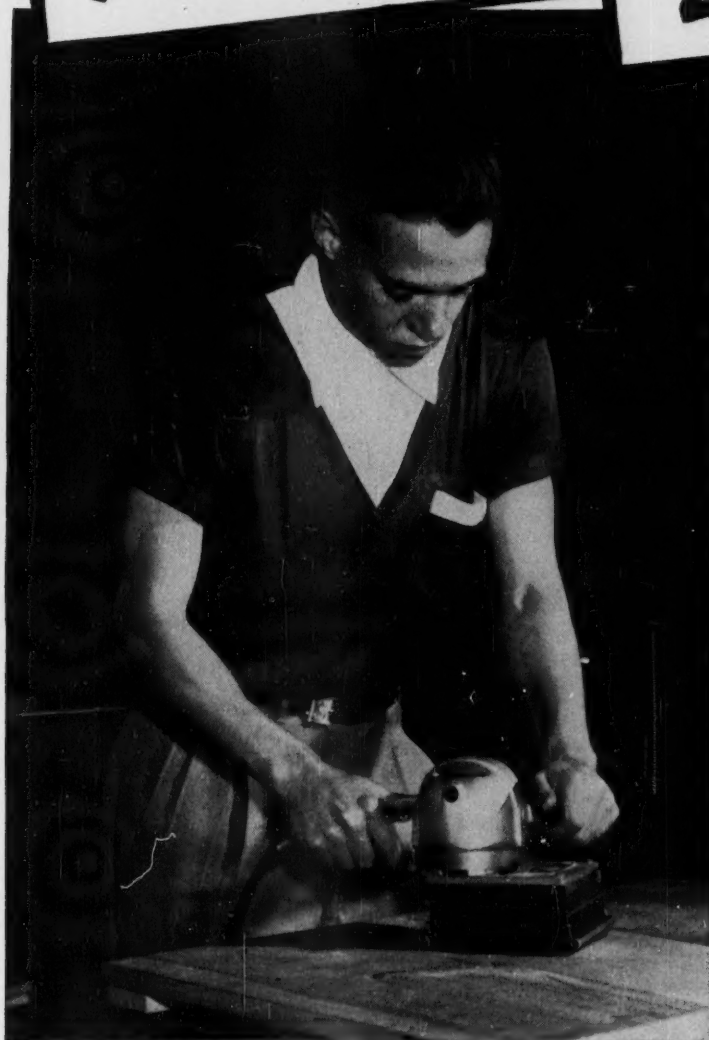
118 Southwest Blvd., Dept. NS Kansas City, Mo.

The NATION'S SCHOOLS

SKIL Double-Duty Oscillating Sanders Answer Every Training and Maintenance Need

1 Train students with the tool they'll use as professionals.

2 Pay for themselves on maintenance work.



You'll find students more confident—quicker to learn—when you use a SKIL Oscillating Sander in vocational training classes. For these great tools feature ease of handling—faster operation—satin-smooth finishes on all materials, whether wood, metal or composition.

SKIL Oscillating Sanders serve a double purpose. Fine for maintenance work, too, they pay for themselves many times over in refinishing blackboards, desks, chairs, cabinets and other school fittings.

You can always rely on SKIL for faster work, finer workmanship!

• • •

SHOWN AT LEFT—SKIL Oscillating Sander, Model 438—One of the fastest-cutting, portable finishing sanders made. Exclusive compound motion produces the smoothest possible finishes.

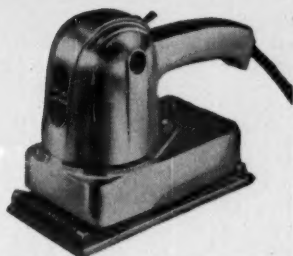
Sanding surface: $4\frac{1}{2}$ " x $5\frac{1}{2}$ " ($\frac{1}{2}$ sheet). Ball bearings throughout. Sealed against dust and dirt. Length overall: $7\frac{3}{4}$ ". Net weight: $7\frac{1}{2}$ lbs.

SKIL

PORTABLE TOOLS

SKIL Home Shop Oscillating Sander—Model 578

Features extreme light weight for easy one-hand operation. Ideal for lighter maintenance requirements. Sanding surface: $3\frac{3}{8}$ " x $7\frac{3}{8}$ " ($\frac{1}{2}$ of standard paper). Sealed ball bearings throughout. Overall length: $8\frac{3}{8}$ ". Net weight: 5 lbs.



SKIL Products are made only by SKIL Corporation
formerly SKILSAW, Inc.

5033 Elston Avenue, Chicago 30, Illinois

SKIL Factory Branches in 34 Principal Cities
In Canada: Skiltools, Ltd., 3601 Dundas Street West,
Toronto 9, Ontario

FOR COMPLETE INFORMATION, CONTACT YOUR SKIL DISTRIBUTOR, OR WRITE DIRECT

What's New ...

Product Literature

• **Bulletin No. 52** gives full catalog data on "Simpson Instruments That Stay Accurate." Issued by Simpson Electric Co., 5200 W. Kinzie St., Chicago 44, the booklet illustrates and describes Simpson radio and television set testers, vacuum tube volt-ohmmeter, microscope, oscilloscope calibrator, milliammeters, wattmeters, and other instruments. (Key No. 80)

• **"Common Sense in Classroom Lighting"** is the title of a comprehensive booklet on the subject published by the Holophane Company, Inc., 342 Madison Ave., New York 17. The text is illustrated by line drawings of classroom arrangements and "field of view" diagrams as well as photographs. Subjects covered in the 16 page booklet include minimum requirements for lighting; how to improve the quality of the lighting; how to secure maximum utilization of light; engineering proof of methods; results in illumination, brightness, comfort and cost, and comfort response vs. illumination level for various ceiling heights and lamp sizes. (Key No. 81)

• Prizes will be awarded to winners in a unique contest being conducted by The American Floor Surfacing Machine Co., 518 S. St. Clair St., Toledo 3, Ohio, as part of its fiftieth anniversary activities. A pioneer manufacturer of floor sanders, the company is awarding prizes for the oldest American Machines in regular use the longest time. Entries should be made by a letter giving data on when the machine was purchased, serial number, background of owner, number of years he has used the machine, jobs it has been used on and similar information. (Key No. 82)

• **Loxit Acoustical Systems** are described in **Catalog A. C. 1953** issued by Loxit Systems, Inc., 1217 W. Washington Blvd., Chicago 7. The new improved Loxit Victory Acoustical Suspension Systems are illustrated by drawings and each part is carefully labeled. Typical specifications and mechanical advantages are included. (Key No. 83)

• **"Why Your School Should Use G-11 Soap"** is the title of an illustrated brochure released by Sindar Corporation, 330 W. 42nd St., New York 36. The brochure gives pertinent information on skin cleanliness and the control of skin blemishes. (Key No. 84)

• Five suggestions for the improvement of the thermal environment in each classroom are offered in a little booklet entitled, **"If Your Classroom Thermostat Could Talk . . . 5 Ways Teachers Can Improve Learning."** Based on research by Dr. Darell B. Harmon, the suggestions are brief and to the point. The

booklets are available from Minneapolis-Honeywell Regulator Co., 2753 Fourth Ave. S., Minneapolis 8, Minn. (Key No. 85)

• **"Making School Work Easier on the Eyes"** is the title of a pamphlet by Carl J. Allen, School Lighting Specialist. In it he points out the number of books pupils are required to read, the increasing need for eye glasses as pupils progress and the importance of proper lighting for the process of learning by seeing. Charts illustrate the results of surveys of vision deficiencies found among school students and photographs illustrate general and specialized classrooms, general school areas and typical lighting arrangements. Copies of the pamphlet are available through the Application Engineering Department, General Electric Lamp Division, Nela Park, Cleveland 12, Ohio. (Key No. 86)

Film Releases

"Henry Moore," 16 mm. sound film produced in cooperation with the British sculptor, 26 min. "Drums for a Holiday," 16 mm. technicolor sound film, on conclave of chieftains on the Gold Coast of West Africa, 33 min. "Voices Under the Sea," 16 mm. sound documentary film on cableship services, 2 reels, black and white, 19 min. "White Continent," 16 mm. sound Technicolor film on the Expedition to Queen Maud Land in the Antarctic, 2 reels, 20 min. **British Information Services**, Dept. NS, 30 Rockefeller Plaza, New York 20. (Key No. 87)

"Prehistoric Times: The World Before Man," presenting five great geological eras; "How to Prepare a Class Report," procedure applicable to almost any type of oral or written report; "Understanding the Dollar," "Rest That Builds Good Health," including sleep, relaxation, change and exercise; "Mind Your Manners," for high school students; "Golden Rule: A Lesson for Beginners," applying everyday situations; "One Rainy Day," story of the rain storm, and "Ancient Mesopotamia," all 1 reel, sound, color or black and white. **Coronet Films**, Dept. NS, 65 E. South Water St., Chicago 1. (Key No. 88)

"Growing Things," series of seven filmstrips designed for primary grades, full color, depicting plant, animal and human growth. Series includes: "Plants Grow," "Trees Grow," "Butterflies Grow," "Toads Grow," "Birds Grow," "Rabbits Grow" and "We Grow." "Mapstrips—Age of Discovery and Exploration," series of seven mapstrips in color on important geographic factors which led to the discovery and exploration of the New World. Series includes: "The Crusades and Early Trade Routes," "The Norsemen," "Portugal Seeks a

New Route East," "A New World Is Discovered," "Spanish Explorations," "French Explorations" and "English and Dutch Explorations." **The Jam Handy Organization**, Dept. NS, 2821 E. Grand Blvd., Detroit 11, Mich. (Key No. 89)

"The Rising Tide of Nationalism," 59 frame filmstrip illustrated with photographs and maps, tracing the course of nationalism since World War II in all areas of the world. **Office of Educational Activities**, The New York Times, Dept. NS, Times Square, New York 36. (Key No. 90)

"Street Safety Is Your Problem," for elementary and junior high school groups; "Understanding a Man," for elementary school social study classes; "What Causes the Seasons," elementary school science film; "Snakes Can Be Interesting," elementary science film, and "The Procrastinator," Discussion Film for junior-senior high school, all 16 mm. 1 reel. "First Aid Series," 9 filmstrips demonstrating and explaining the basic techniques of first aid treatment. **Young America Films, Inc.**, Dept. NS, 18 E. 41st St., New York 17. (Key No. 91)

Suppliers' News

Geerpres Wringer, Inc., manufacturer of mop wringers and allied floor cleaning equipment, announces removal to its new factory at 1780 Harvey St., Muskegon, Mich.

General School Equipment Co., manufacturer of school furniture, announces removal of its offices from 44 S. 12th St., Minneapolis 3, Minn., to 869 Hersey St., St. Paul 4, Minn.

Multi-Clean Products, Inc., 2277 Ford Pkwy., St. Paul 1, Minn., manufacturer of vacuum and other floor and rug cleaning machines and floor finishes, announces its purchase of the **Floor Sanding Machine Division** of the **Lincoln-Schluter Floor Machinery Co.**, Chicago. Manufacturing operations are being transferred to the Multi-Clean factory in St. Paul.

Natco Corporation is the new name of the company formerly known as **National Fireproofing Corp.**, 327 Fifth Ave., Pittsburgh 22, Pa. The name was changed since it no longer was descriptive of the expanded line of quality structural clay products manufactured by the company.

Owens-Illinois Glass Co., Toledo 1, Ohio, manufacturer of glass products, announces change of name of the Kaylo Division's roof deck material from **Kaylo Insulating Roof Tile** to **Kaylo Roof Deck**. The change was made because the new, shorter name more readily identifies the product with its use.



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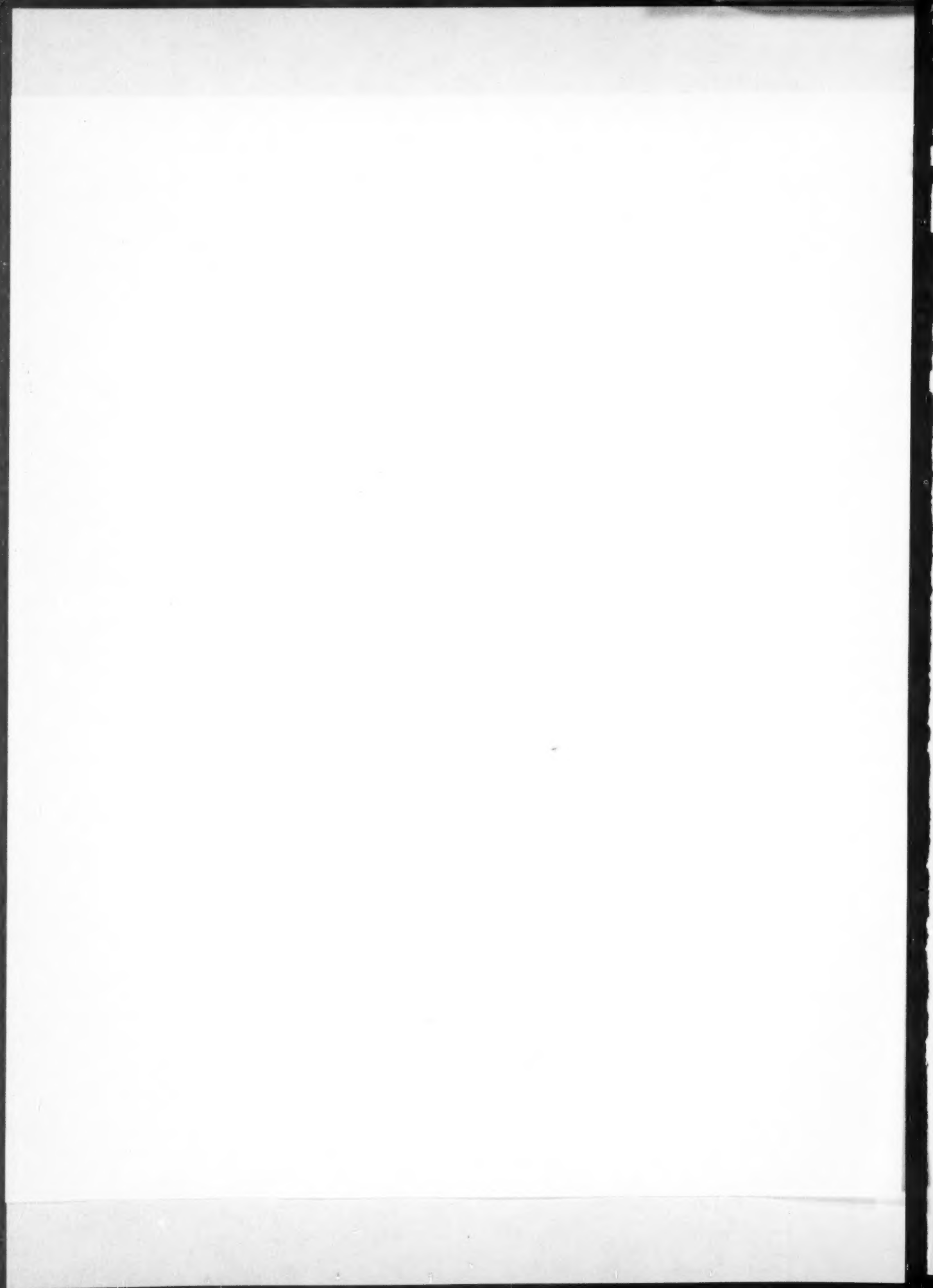
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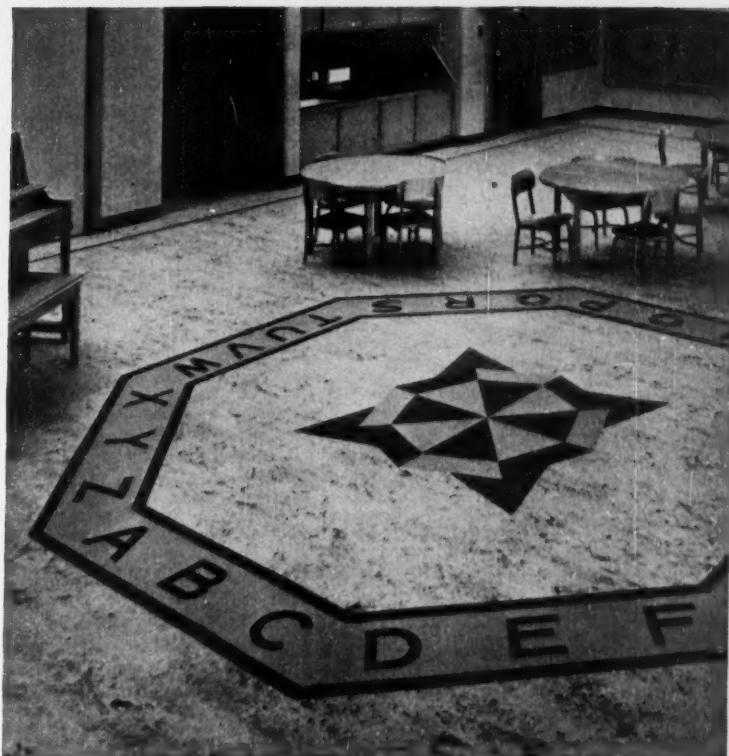
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COVERING?
...an emphatic**



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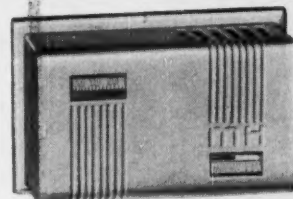
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